AIMS K-12 College Prep Charter District

[Board] Regular Board Meeting

Date and Time

Tuesday June 16, 2026 at 7:00 PM PDT

Location

Date and Time

Tuesday June 16, 2026 at 7:00 PM PDT

Location

171 12th Street, Oakland, CA 94607

Members of the public, staff, and faculty may join virtually at:

https://us05web.zoom.us/j/4853268122?pwd=Mk9yUUdzRFdkVzBFMzlQeVVDUFIrUT09
Meeting ID: 485 326 8122
Passcode: rcjFZ5

Click here to Submit Public Comment - https://bit.ly/aimsboardcomment

AIMS is committed to ensuring accessible participation for individuals with disabilities. Disability-related modificat ions or accommodations needed to take part in this meeting may be requested by contacting **Abigail Genova** at **510-220-1730** at least 24 hours in advance, if possible, so appropriate arrangements can be made.

The meeting agenda will be posted at least 72 hours prior to the scheduled meeting time.
171 12th Street, Oakland, CA 94607

Members of the public, staff, and faculty may join virtually at:

Join Zoom Meeting

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One tap mobile
+12532050468,,6614266860#,,,,*071330# US
+12532158782,,6614266860#,,,,*071330# US (Tacoma)

Meeting ID: 661 426 6860
Passcode: 071330
Find your local number: https://us02web.zoom.us/u/kb9RJj161W

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Abigail Genova has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Abigail at (510) 220-1730 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Click on the link below to submit Public Comment:
https://docs.google.com/forms/d/e/1FAIpQLScK0rD4rkfpiHrMyGtxnKaPECne4SfCG-5ezqD3xUALg0OTAQ/viewform?usp=sharing

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**7:00 PM**
A.	Call the Meeting to Order		Megan Sweet	
B.	Record Attendance		Abigail Genova	1 m
C.	Adopt Agenda	Vote	Megan Sweet	1 m
D.	Public Comment on Action Items	Discuss	Megan Sweet	10 m

Public comment on agenda items is reserved for members of the public to address items on the Board's agenda prior to consideration of each item. The Board of Directors will not respond to or take action on public comment, except to ask clarifying questions or provide direction to staff. **Comments are limited to two (2) minutes per person. Total time allotted for public comment may be limited at the discretion of the Board to facilitate the orderly conduct of the meeting.**

E.	Public Comment on Non-Action Items	Discuss	Megan Sweet	10 m

Public comment on non-agenda items is reserved for members of the public to address items on the Board's agenda prior to consideration of each item. The Board of Directors will not respond to or take action on public comment, except to ask clarifying questions or provide direction to staff. **Comments are limited to two (2) minutes per person. Total time allotted for public comment may be limited at the discretion of the Board to facilitate the orderly conduct of the meeting.**

II.	**Reports**			**7:22 PM**

		Purpose	Presenter	Time
A.	Board Report	FYI	Tiffany Lacsado	5 m
B.	Executive Director's Report	FYI	Marco Menendez	5 m
C.	Complaints Update	FYI	Jimmie Brown	5 m

- Trends and summary of Internal Complaints Tracking Log Report

III. Action Items — 7:37 PM

A.	Superintendent Contract Approval	Vote	Megan Sweet	15 m
B.	Charter Renewal Materials	Vote	Marco Menendez	15 m

- Cover Letter
- Charter Renewal Petition
- PIP 1: Academic & Enrollment
- PIP 2: K-12 SPED Services

C.	Title lll MOU	Vote	Adria Banihashemi	10 m
D.	ESY	Vote	Angel Peacock	10 m
E.	Contract Extension for Vended Food Service	Vote		10 m

Nob Hill Catering

Laila Ahmad : Nutritional Service Coordinator

Osondu Harambe : Director of Operations

F.	OUSD AIMS Middle School Closure	Vote	Marco Menendez	10 m

Approve permanent designees to be main contact for OUSD during the closure process.

- Primary Designee: Cennie Valeri - Manager of Enrollment and Records
- Secondary Designee: Dr. Irene St. Roseman - Director of Teaching and Learning

Adopt AIMS Middle School Closure Timeline.

G.	Student & Family Handbook Updates	Vote		10 m

Cennie Valeri - Manager of Enrollment

H.	Short Term Contracts	Vote	Marco Menendez	15 m

		Purpose	Presenter	Time
	- Coordinator of Communications - July 1 - September 30 (three months) - Interim Manager of SPED - July 1 - August 31 (three months) - Superintendent Consultant - June 17 - August 15 (two months)			
I.	Extension of Board Member Term Director Leung term extension through December 31st	Vote	Megan Sweet	10 m
J.	Board Meeting Calendar 26-27	Vote	Marco Menendez	10 m
IV.	**Non-Action Items**			**9:32 PM**
A.	Staffing 26-27	Discuss	Marco Menendez	10 m
B.	MTSS Update Director of Teaching & Learning - Dr. St. Roseman			10 m
V.	**CLOSED SESSION**			**9:52 PM**
	Safe Harbor Agenda for Closed Sessions (4843-4002-2251.v1)			
A.	Public Comment on Closed Session Items Public comment on closed session items is set aside for members of the public to address items on the Board's agenda for closed session. The Board of Directors will not respond to or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**	FYI	Megan Sweet	5 m
B.	Public Employees: Discipline/Dismissals/Release	Discuss	Marco Menendez	10 m
C.	Interim Executive Director - End of Year Evaluation	Vote	Megan Sweet	10 m
D.	Report Out of Closed Session	FYI	Megan Sweet	5 m
VI.	**Closing Items**			**10:22 PM**
A.	Adjourn Meeting		Megan Sweet	
B.	Accessibility Notice	FYI	Abigail Genova	

	Purpose	Presenter	Time

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C. Agenda Posting Notification — FYI — Abigail Genova

I, Abigail Genova, hereby certify that the agenda for the June 16, 2026 Board Meeting was published on the AIMS website, www.aimsk12.org, on June 13, 2026.

Coversheet

Executive Director's Report

Section: II. Reports
Item: B. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: AIMS - ACOE MOU Progress Update 5-1-2026 (AIPCS II).pdf

ACOE - AIMS K12 Charter MOU for AIPCS II - Progress Update - 5-1-2026

GOAL	DESCRIPTION	CORE LEADERS	CADENCE
Goal #1: Ensure MOU conditions are met through reporting to ACOE.	Submit reports: safety, drills, SPED, complaints, PBIS, training, transfers, CALPADS, attendance, credentialing, suspensions, enrollment, absenteeism, SBAC DFS, ELPAC, retentions.	**Director of Compliance/HR**	Monthly
Goal #2: Ensure effective governance and operations.	Track/resolve complaints via Ombudsman; redacted copies submitted to ACOE; monthly logs to Board/ACOE.	**Director of Compliance/HR**	Monthly
Goal #3: Increase Access for Students with Disabilities.	Raise SPED enrollment toward ~13% by 2029–30; stronger SST/ILP coordination; monthly SPED reports.	**Manager of SPED**	Ongoing
Goal #4: Ensure teachers are highly qualified.	Increase credentialed teachers to >90% by 2029–30; all non-credentialed enroll by June 2025; tuition support; individualized plans.	**Heads of School**, **Director of Compliance/HR**	Monthly
Goal #5a: Provide a safe school environment.	Track safety via family surveys, staff logs, PBIS, training completion, drills; all staff complete Vector safety training.	**Director of Operations**	Ongoing
Goal #5b. Reduce suspensions.	Lower subgroup suspension rates via PBIS, positive discipline, mediation, assemblies, IEP behavior plans.	**Director of Teaching & Learning**	Ongoing
Goal #6. Increase access for Latino students.	Grow Latino enrollment from 7.6% (2024) to ~10.7% by 2029–30; launch 'Bienvenida' campaign, Spanish tours, CBO partnerships.	**Manager of Enrollment & Records**	Seasonal
Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism.	Lower chronic absenteeism to 7% overall and <10% for all groups by 2029–30; daily monitoring; home visits; SST supports.	**Manager of Community Schools , Director of Teaching & Learning**	Ongoing
Goal #8a. All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth.	Increase DFS +3 for all students; +6 for below-standard groups; HQIM, BootCamp, PD, data cycles, interventions.	**Heads of School**, **Director of Teaching & Learning**	Monthly
Goal #8b. English Learners reclassify within 6 years.	Improve EL progress rates to 70% by 2029–30; reduce LTEL; daily designated ELD for Levels 1–2; integrated ELD in core.	**Manager of ELD**	Seasonal
Goal #8c: Provide tiered supports to reduce retention.	Eliminate SPED retentions; reduce general ed retention to 1% by 2029–30; monthly progress reports; after-school/Saturday/Summer support.	**Director of Teaching & Learning**, **Heads of School**	Ongoing
Goal #9: Reduce midyear transfers.	Lower transfers from 45 (2024–25) to 20 (2029–30); case management, UCP, exit interviews; quarterly reporting.	**Manager of Enrollment & Records**	Seasonal
Goal #10: Ensure quality data for accurate reporting.	Achieve 97–98% CALPADS accuracy; 100% timely submissions; monthly ADA accuracy from 86% to 100%; data meetings/audits.	**Manager of Enrollment & Records**	Ongoing

AIMS-ACOE MOU Goals Status

GOAL	2025-2026 TARGET	Progress Rating
Goal #1: Ensure MOU conditions are met through reporting to ACOE.	Regularly Submit Compliance Docs	2 (on track)
Goal #2: Ensure effective governance and operations.	Reduce Complaints	2 (on track)
Goal #3: Increase Access for Students with Disabilities.	SWD 7.9%	3 (met)
Goal #4: Ensure teachers are highly qualified.	48%	3 (met)
Goal #5a: Provide a safe school environment.	Safety Survey & Staff Training	3 (met)
Goal #5b. Reduce suspensions.	Reduce Suspensions	2 (on track)

GOAL	2025-2026 TARGET	Progress Rating
Goal #6. Increase access for Latino students.	9%	1 (adjustment)
Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism.	Reduce Chronic Absenteeism	2 (on track)
Goal #8a. All students meet/exceed standards in ELA and Math. Targeted groups growth.	Meet Standards for All & Growth for Some	2 (on track)
Goal #8b. English Learners reclassify within 6 years.	50%	2 (on track)
Goal #8c: Provide tiered supports to reduce retention.	2%	3 (met)
Goal #9: Reduce midyear transfers.	Reduce Transfers	2 (on track)
Goal #10: Ensure quality data for accurate reporting.	Increase Accuracy	2 (on track)

MOU SCHEDULE D GOAL & METRICS

II. Our Goals and Aligned Metrics

Goal #1: Ensure MOU conditions are met through reporting to ACOE.		
Metrics below will be reported on as indicated unless otherwise dictated by ACOE. Also, see policies and procedures.		
Monthly	**Quarterly**	**Annually**
– Safety duty logs and Incident report – Monthly safety drill logs – SPED referrals and assessments – Copies of formal complaints	– Traffic safety survey reports – PBIS implementation reports – Staff training completion data – Mid-year transfers – SPED enrollment – CALPADS Internal audit reports – Monthly attendance meeting notes	– Teacher credential data – Suspension rate – Latino enrollment – Chronic absenteeism – ELA Distance From Standard (DFS), SBAC – Math Distance From Standard (DFS), SBAC – English Learner Progress (ELPAC) – Student retentions – SPED enrollment – Summary of formal complaints

- **Analysis**: Timelines for annual reporting are provided with the goals and metrics below. Data will be analyzed by AIMS and AIPCS II to inform continuous improvement of programs (see Appendix 12).

- **Strategy**: AIMS and AIPCS II will use additional metrics to monitor progress weekly, monthly and quarterly at the school site. Teams will follow a quarterly cycle of inquiry to analyze, reflect, plan and implement.

- **Monitoring**: AIMS will report on all metrics according to the timeline and provide an annual report to ACOE each year. See individual goals and metrics below.

Goal #1: Ensure MOU conditions are met through reporting to ACOE.

Due Date	Schedule	Category	Deliverable	Description	Staff Lead	Status	Due Rule	Cadence	Source/Notes
2025-07-01	C	Pre-Opening: Academic Program	Daily Bell Schedule	Class period schedule with arrival/dismissal times.	Co-Executive Directors	Complete	July 1	Pre-opening	Sched C
2025-07-01	C	Pre-Opening: Compliance	SELPA Documentation	Verification of membership in a SELPA.	Co-Executive Directors	Complete	July 1	Pre-opening	Sched C
2025-07-01	A	Closure Procedures	Closure Plan	Plan for school closure, consistent with charter provisions.	Co-Executive Directors	Complete	Effective date of Charter & annual update by Aug 1	Annual	Sched A: Closure procedures
2025-07-01	A	Closure Procedures	Point of Contact for Closure Activities	Provide name and contact details for primary closure contact.	Co-Executive Directors	Complete	Effective date of Charter & annual update by Aug 1	Annual	Sched A: Closure POC
2025-07-01	B	Website Posting	Board Meeting Schedule	Post dates/times/locations for all regular meetings (incl. standing committees; identify organizational meeting).	Co-Executive Directors	Complete	At start of fiscal year; update within 10 business days of any change	Annual	Sched B
2025-07-01	B	Website Posting	Board Roster	Post names, emails, terms, officers, committee assignments.	Co-Executive Directors	Complete	Effective date; update within 10 business days of changes	As needed	Sched B
2025-07-01	B	Website Posting	Student Admission/Enrollment Procedures	Post description of application/lottery/exit notification processes.	Co-Executive Directors	Complete	Effective date; update within 10 business days of changes	As needed	Sched B
2025-07-01	C	Pre-Opening: Academic Program	Academic Calendar	Academic year calendar showing holidays, recess, staff development days.	Co-Executive Directors	Complete	July 1	Pre-opening	Sched C
2025-07-01	C	Pre-Opening: Admin	Identification of Closure POC	Name/contact for closure activities (pre-opening requirement).	Co-Executive Directors	Complete	July 1	Pre-opening	Sched C
2025-07-01	C	Pre-Opening: Admin	Procedures to be Used in Event of School Closure	Plan for school closure (pre-opening requirement).	Co-Executive Directors	Complete	July 1	Pre-opening	Sched C
2025-08-01	A	Governance/Docs	Annual Update of Schedule A Documents	Provide up-to-date versions of all Schedule A documents.	Co-Executive Directors	Complete	By August 1 each year of the Term	Annual	Section 5.2
2025-08-01	C	Pre-Opening: Admin	Proof of Insurance	Certificates evidencing insurance with ACOE as additional insured.	Co-Executive Directors	Complete	August 1	Pre-opening	Sched C
2025-08-25	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Co-Executive Directors	Complete	Last Monday of the month	Monthly	Sched D
2025-08-25	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Co-Executive Directors	Complete	Last Monday of the month	Monthly	Sched D
2025-08-25	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Co-Executive Directors	Complete	Last Monday of the month	Monthly	Sched D
2025-08-31	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of HR	Complete	Last day of month (internal summary)	Monthly	Sched D (Monthly)
2025-09-15	D	Data: Special Education	Students with Disabilities Enrollment	Enrollment counts incl. exiting/matriculation; new recruits; internally identified; demographics; disability code.	Director of Enrollment	Complete	Sept 15 and June 30	Bi-Annual	Sched D
2025-09-29	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2025-09-29	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D

Goal #1: Ensure MOU conditions are met through reporting to ACOE.

Due Date	Schedule	Category	Deliverable	Description	Staff Lead	Status	Due Rule	Cadence	Source/Notes
2025-09-29	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Manager of SPED	Complete	Last Monday of the month	Monthly	Sched D
2025-09-30	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of Compliance	Complete	Last day of month (internal summary)	Monthly	Sched D (Monthly)
2025-09-30	D	School Safety	School Safety Monitoring	Traffic survey completion; parent participation rate; survey results; monitoring logs; unannounced visit reports; drills/evacuation logs.	Director of Operations	Complete	Quarterly	Quarterly	Sched D
2025-10-27	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2025-10-27	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Manager of SPED	Complete	Last Monday of the month	Monthly	Sched D
2025-10-27	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2025-10-31	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of Compliance	Complete	Last day of month (internal summary)	Monthly	Sched D (Monthly)
2025-11-24	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2025-11-24	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2025-11-24	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Manager of SPED	Complete	Last Monday of the month	Monthly	Sched D
2025-11-30	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of Compliance	Complete	Last day of month (internal summary)	Monthly	Sched D (Monthly)
2025-12-08	A	Financial Reporting	First Interim Report	Report on first period revenues and expenditures; ACOE template (incl. special ed).	Executive Director	Complete	1 week before December 15 CDE deadline	Annual	Sched A: First Interim
2025-12-29	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2025-12-29	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2025-12-29	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Director of SPED	Complete	Last Monday of the month	Monthly	Sched D
2025-12-31	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of Compliance	Complete	Last day of month (internal summary)	Monthly	Sched D (Monthly)
2025-12-31	D	School Safety	School Safety Monitoring	Traffic survey completion; parent participation rate; survey results; monitoring logs; unannounced visit reports; drills/evacuation logs.	Director of Operations	Complete	Quarterly	Quarterly	Sched D
2026-01-26	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Director of SPED	Complete	Last Monday of the month	Monthly	Sched D
2026-01-26	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2026-01-26	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2026-01-31	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of Compliance	Complete	Last day of month (internal summary)	Monthly	Sched D (Monthly)

Goal #1: Ensure MOU conditions are met through reporting to ACOE.

Due Date	Schedule	Category	Deliverable	Description	Staff Lead	Status	Due Rule	Cadence	Source/Notes
2026-02-23	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Director of Enrollment	**Complete**	Last Monday of the month	Monthly	Sched D
2026-02-23	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Director of Enrollment	**Complete**	Last Monday of the month	Monthly	Sched D
2026-02-23	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Director of SPED	**Complete**	Last Monday of the month	Monthly	Sched D
2026-02-28	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of Compliance	Complete	Last day of month (internal summary)	Monthly	Sched D (Monthly)
2026-03-08	A	Financial Reporting	Second Interim Report	Report on second period revenues and expenditures; ACOE template (incl. special ed).	Executive Director	Complete	1 week before March 15 CDE deadline	Annual	Sched A: Second Interim
2026-03-30	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Director of Enrollment	**Complete**	Last Monday of the month	Monthly	Sched D
2026-03-30	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2026-03-30	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Director of SPED	Complete	Last Monday of the month	Monthly	Sched D
2026-03-31	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of Compliance	Complete	Last day of month (internal summary)	Monthly	Sched D (Monthly)
2026-03-31	D	School Safety	School Safety Monitoring	Traffic survey completion; parent participation rate; survey results; monitoring logs; unannounced visit reports; drills/evacuation logs.	Director of Operations	Complete	Quarterly	Quarterly	Sched D
2026-04-01	A	Audit	Independent Auditor Selection	Notify ACOE of auditor selected for annual audit.	Executive Director	Complete	April 1	Annual	Sched A: Auditor selection
2026-04-27	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2026-04-27	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Director of Enrollment	Complete	Last Monday of the month	Monthly	Sched D
2026-04-27	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Director of SPED	Complete	Last Monday of the month	Monthly	Sched D
2026-04-30	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of Compliance	Complete	Last day of month (internal summary)	Monthly	Sched D (Monthly)
2026-05-25	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Director of Enrollment	In Progress	Last Monday of the month	Monthly	Sched D
2026-05-25	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Director of Enrollment	In Progress	Last Monday of the month	Monthly	Sched D
2026-05-25	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Director of SPED	In Progress	Last Monday of the month	Monthly	Sched D
2026-05-31	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of Compliance	In Progress	Last day of month (internal summary)	Monthly	Sched D (Monthly)
2026-06-29	D	Data: Retention	Retention Monitoring	Students at risk of retention by grade & demographics.	Director of Enrollment		Last Monday of the month	Monthly	Sched D
2026-06-29	D	Data: Special Education	Special Education Identification	SPED transfers in/out with disability code; referral & assessment dates.	Director of SPED		Last Monday of the month	Monthly	Sched D

Goal #1: Ensure MOU conditions are met through reporting to ACOE.

Due Date	Schedule	Category	Deliverable	Description	Staff Lead	Status	Due Rule	Cadence	Source/Notes
2026-06-29	D	Data: Transfers/Exits	Transfer/Exit Data	Counts & demographics of transfers/exits; include redacted exit interviews.	Director of Enrollment		Last Monday of the month	Monthly	Sched D
2026-06-30	D	Data: Special Education	Students with Disabilities Enrollment	Enrollment counts incl. exiting/matriculation; new recruits; internally identified; demographics; disability code.	Director of SPED		Sept 15 and June 30	Bi-Annual	Sched D
2026-06-30	D	School Safety	School Safety Monitoring	Traffic survey completion; parent participation rate; survey results; monitoring logs; unannounced visit reports; drills/evacuation logs.	Director of Operations		Quarterly	Quarterly	Sched D
2026-06-30	D	Complaints	Monthly Complaints Summary	Number of complaints filed with AIMS (monthly).	Director of Compliance		Last day of month (internal summary)	Monthly	Sched D (Monthly)
2026-12-15	A	Audit	Annual Independent Audit	Submit annual independent financial audit.	Executive Director		December 15 for prior fiscal year	Annual	Sched A: Annual Audit

MOU SCHEDULE D GOAL & METRICS

Goal #2: Ensure effective governance and operations.

Metric: Formal Complaints received.										Timelines / Data Submission / Audience	Actions
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Timelines: August 2025 - June 2026 August 2026 - June 2027 August 2027 - June 2028 August 2028 - June 2029 August 2029 - June 2030 Data Submission: Monthly Formal Complaints Received Audience: AIMS Board of Directors and ACOE Staff	2.10
AIPCS II: Formal Complaints Received	6	1	1	3	*	*	*	*	*		
AIPCS II: Formal Complaints Resolved	**	1	1	2	100%	100%	100%	100%	100%		
AIMS K-12 CPC District: All complaints received	8*	15	15	7	*	*	*	*	*		

* Total formal complaints include both labor and student/parent complaints.

** Based on AIMS analysis, only 4 of the 8 recorded OUSD complaints were shared with AIMS. These complaints were also labeled as UCP complaints, but most did not meet the UCP threshold.

- **Analysis**: To include OUSD's feedback, we added the 2021-22 school year to our data table. These complaints were filed prior to AIMS hiring an ombudsman. Since hiring an ombudsman, most complaints have been resolved. Most complaints are now addressed before they become formal complaints. Four formal complaints have been filed at AIPCS II in the last two school years. In the 2021-22 school year, we do not have sufficient data to report on whether these complaints were resolved, so we are not reporting on that data here.

- **Strategy**: Information regarding complaint procedures is listed on the AIMS public website and posted in the school. The ombudsman meets with staff and families annually to explain procedures and communicates with school staff and families through the monthly magazine. Staff and parents are encouraged to use proper levels of escalation (e.g., staff meet with direct supervisor; parents meet with head of academics or Director of Schools). Efforts are made to minimize formal

complaints received by engaging informally, using conflict mediation and de-escalation to obtain a resolution. Complaints that cannot be resolved informally are logged and tracked as a formal complaint. The Ombudsman conducts an additional investigation if necessary. Complaints are considered resolved if all parties agree that sufficient actions have been taken to address the concern.

- **Monitoring**: On a monthly basis, the Ombudsman will submit complaints to the Board of AIPCS II. AIPCS II will also provide ACOE with an updated log showing the status of all complaint investigations on a monthly basis. Within 5 business days of the conclusion of the complaint investigation, AIPCS II will provide a copy of any complaint investigation reports to ACOE, with student identifying information appropriately redacted. The reporting of complaints to AIPCS II Board and ACOE will occur as follows:
    - Redacted copies of complaints to determine severity (within 2 business days)
    - Number of complaints filed with Authorizer (ACOE Staff - within 2 business days)
    - Number of Complaints ACOE Staff has referred to a third party investigator (within 5 business days)
    - Redacted summary of investigations (within 5 business days)

Goal #2: Ensure effective governance and operations.

Metric: Formal Complaints received.														
	2021-22	2022-23	2023-24	2024-25	Aug 2025	Sept 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026
AIPCS II: Formal Complaints Received	6	1	1	3	0	0	0	1	0	1	0	0	0	0
AIPCS II: Formal Complaints Resolved	**	1	1	2	na	na	na	1	na	1	na	na	na	na
AIMS K12 CPC District: All Formal Complaints Received	8*	15	15	7	0	0	1	1	1	1	1	0	0	1

* Total formal complaints include both labor and student/parent complaints.

** Based on AIMS analysis, only 4 of the 8 recorded OUSD complaints were shared with AIMS. These complaints were also labeled as UCP complaints, but most did not meet the UCP threshold.

AIPCS II - GOAL PROGRESS

MOU SCHEDULE D GOAL & METRICS

Goal #3: Increase Access for Students with Disabilities.

Metric: Special Education Enrollment.								Timelines / Data Submission / Audience	Actions
	Baseline 2024 CA Dashboard	**2024-25***	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Data Submission: Enrollment: November, February, April and June SPED referrals and assessment: Monthly Audience: ACOE Staff	3.2 3.3 3.5 3.6 3.8
Prior Year Enrollment	29	27	40	50	60	70	80		
Exiting/8th Gr. Matriculation	-7	-7	-8	-11	-17	-5	-5		
Est. New Recruits	+5	+10	+9	+11	+16	+8	+5		
Est. Internally Identified	+0	+10	+9	+10	+11	+7	+5		
Total Students with Disabilities	**27**	**40**	**50**	**60**	**70**	**80**	**85**		
Total Percentage	4.3%**	6.3%	7.9%	9.4%	11%	12.6%	13.3%		

*Data Source - Current actual enrollment **percentages based on 635 enrollment

- **Analysis**: It is our goal to have a student population that reflects the general public school population of Alameda County of about 13% or at least 85 students (out of a total of 635). The number of students exiting varies by year due to 8th grade matriculations (e.g. there are 17 students with IEPs in the class of 2028).

- **Strategy**: We are aiming to increase our SPED Enrollment by 1) promotion of special education programming through SPED resource centers and stronger communication with families, 2) stronger coordination between Student Study Team (SST) process, individualized learning plans (ILPs), and referrals for special education assessment. A new position will manage the cases of students with ILPs (Gen Ed through SST process) and coordinate with SPED staff (pending board approval).

- **Data Monitoring**: Staff will monitor special education referral and assessment dates and report to ACOE monthly.

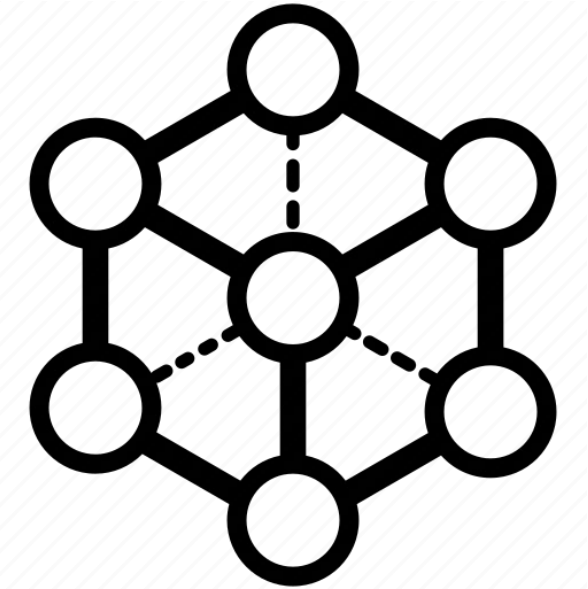
ACOE MOU Goal #3: Increase Access for Students with Disabilities.					
Metric: Special Education Enrollment.					
	Baseline 2024 CA Dashboard	**2024-25***	**Aug 2025**	**Jan 2026**	**Apr 2026**
Total Student Enrollment	**635**	**635**	**586**	**527**	**529**
Total Students with Disabilities	**27**	**40**	**34**	**43**	**53**
Total Percentage	**4.3%**	**6.3%**	**5.8%**	**8.1%**	**10%**
MOU Percentage Targets	**4.3%**	**6.3%**	**7.9%**	**7.9%**	**7.9%**

AIPCS II - GOAL PROGRESS

SPED IMPROVEMENTS

Goal 3: Increase Access for Students with Disabilities

1. SPED enrollment increased to 10% (2025-2026 Target was 7.9%)
2. Hired additional Ed Specialist - middle school caseloads reduced.
3. Established new SPED Leadership Team
4. SST and MTSS systems restructured with weekly lead team reviews.
5. Seneca Consultants engaged to audit and recommend SPED system improvements.
6. Developed 3-5 year Strategic Improvement Plan



MOU SCHEDULE D GOAL & METRICS

Goal #4: Ensure teachers are highly qualified.

Metric: Percent of Credentialed Teachers								**Timelines / Data Submission / Audience**	**Actions**
Teacher Credential	**Baseline***	**2024-25****	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	Timelines: February 2026 February 2027 February 2028 February2029 February 2030 Proposed Data Submission: – Teacher credentialing data Audience: ACOE Staff	4.1 4.2 4.3 4.4 4.5
Credentialed and Properly Assigned	12 (31%)	14 (35%)	19 (48%)	26 (63%)	32 (76%)	37 (86%)	39 (91%)		
Other: (Mis-assigned, Intern, Out-of-field, ineffective, vacancy)	27 (69%)	26 (65%)	21 (52%)	15 (37%)	10 (24%)	6 (14%)	4 (9%)		
On-Track to Credential	No data	No data	100%	100%	100%	100%	100%		

*Baseline - Teacher Credential Spreadsheet submitted to OUSD on 10/15/2024 **Data Source - Internal teacher credential tracker

- **Analysis**: In the fall of 2024-2025 we had a total of 12 credentialed and properly assigned teachers; 2 misassigned, 3 out-of-field, 17 ineffective and 5 vacancies. We currently have 14 credentialed and properly assigned, 3 misassigned, 1 intern, 4 out of field, 14 ineffective, and 4 vacancies. We anticipate growth in faculty due to an increase in SPED enrollment and have a goal of greater than 90% of teachers credentialed for the courses they teach and 100% of teachers on Track to Credential.

- **Strategy**: We've created a credential success plan (see policies and procedures) including requirement that all non-credentialed teachers enroll in a program by June 2025, financial support for tuition, and individualized meetings with staff to develop plans to complete certification, including CLAD and new subject authorizations.

- **Monitoring**: Staff will monitor the Credential Success Plan monthly and report to ACOE annually. Depending on their current status, teachers can reach full credential within two years. As a leading indicator of future credentialed teachers we will monitor "On-Track to Credential" for each teacher, meaning they are enrolled in the appropriate program and meeting requirements to become fully credentialed for the courses they teach.

CREDENTIALING IMPROVEMENTS

Goal 4: Ensure Highly Qualified Teachers



1. 50% of teachers currently credentialed.
2. Individualized credentialing plans in place for remaining staff
3. 100% on Track



Goal #4: Ensure teachers are highly qualified.

School Year: 2025-2026

Credential Status	Baseline*	2024-2025**	2025-26 Target	2025-2026 8-1-25	2025-2026 2-28-26	2025-26 EOY	2026-27 Target
Credentialed and Properly Assigned	12 (31%)	14 (35%)	19 (48%)	8 (19.5%)	19 (48%)		26 (63%)
Credentialed and Mis-assigned	27 (69%)	26 (65%)	21 (52%)	7 (17%)	19 (48%)		15 (37%)
VACANCIES				26 (63.4%)	1 (2%)		
TOTAL # of TEACHING POSITIIONS	**39**	**40**	**39**	**41**	**39**		**41**
On-Track to Credential	**no data**	**no data**	**100%**	**50%**	**100%**		**100%**

*Baseline - Teacher Credential Spreadsheet submitted to OUSD on 10/15/2024 **Data Source - Internal teacher credential tracker

AIPCS II - GOAL PROGRESS

MOU SCHEDULE D GOAL & METRICS

Goal #5: Provide a safe school environment.

Metrics: Family reported safety; Staff on safety duty; Safety incidents reported; Staff Safety training completion; Monthly safety drills; PBIS Implementation Rate								**Timelines / Data Submission / Audience**	**Actions**
School Safety	**Baseline**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**		
Family Traffic Safety Survey Completion*	No data	No data	65%	70%	75%	80%	82%	Timelines: November 2025, February 2026, April 2026, June 2026; November 2026, February 2027, April 2027, June 2027; November 2027, February 2028, April 2028, June 2028; November 2028, February 2029, April 2029, June 2029 November 2029, February 2030, April 2030, June 2030 Proposed Data Submission: – Traffic safety survey reports (quarterly) – PBIS implementation reports (monthly) – Staff training completion data (quarterly) – Duty logs (monthly) – Incident report (monthly) – Safety drill evaluation logs (monthly) Audience: AIMS Board of Directors and ACOE Staff	5.1
Families reporting Safety during arrival/dismissal (rating 4/5 or 5/5)	No data	No data	75%	85%	95%	95%	95%		5.1
Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips (Signed Logs)	No data	No data	100%	100%	100%	100%	100%		5.1
PBIS Implementation % of staff using PBIS app/month	No data	No data	80%	85%	90%	90%	95%		5.5
Staff Safety Training Completion	95%	95%	100%	100%	100%	100%	100%		5.3
Monthly Safety Drills and Evacuations**	90%	90%	100%	100%	100%	100%	100%		5.3

*Data Source - Survey will be administered in May 2025 ** Data Source - Cal. Code Regs. Tit. 5, § 550 - Fire Drills

- **Analysis**: Student safety is our first priority. This process has provided us the opportunity to assess and strengthen our safety procedures, particularly during arrival/dismissal. Positive Behavior Intervention Systems (PBIS) has been utilized at AIPCS II in some classrooms but we do not have strong implementation data.
- **Strategy**: All staff will complete safety training (Vector) to learn procedures and expectations. We will use a daily coverage calendar with sign-in for each role. This will be monitored daily by the Director of Schools with coverage procedures when staff are absent. We will also begin school-wide implementation of Positive Behavioral Intervention Systems (PBIS). School and class rules will be posted, and teachers will use the PBIS app to reward positive behavior and create referrals for positive discipline. This will be a requirement that all teachers are trained and implementing.
- **Monitoring**: Safety procedures and logs will be monitored daily at the school site and reported monthly to the Board of Directors. A summary will be provided to the ACOE staff biannually in January and June. Traffic safety surveys will be

Goal #5a: Provide a safe school environment.

Metric: Family reported safety; Staff on safety duty; Safety incidents reported; Staff Safety training completion; Monthly safety drills; PBIS Implementation Rate

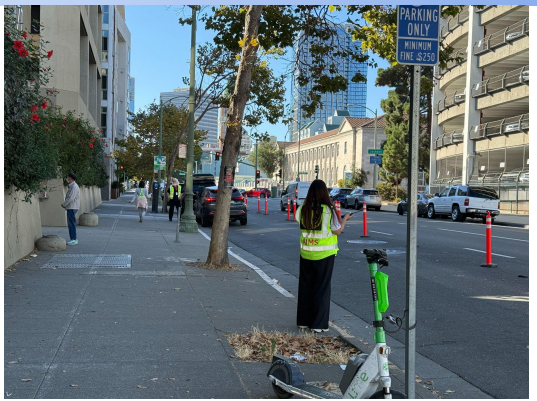
School Safety	Baseline	2024-25	2025-26 Target	2025-26 Actual	2026-27 Target
Family Traffic Safety Survey Completion*	No data	No data	65%	13.64%	70%
Families reporting Safety during arrival/dismissal (rating 4/5 or 5/5)	No data	No data	75%	81.75%	85%
Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips (Signed Logs)	No data	No data	100%	100%	100%
PBIS Implementation % of staff using PBIS app/month	No data	No data	80%	100%	85%
Staff Safety Training Completion	95%	95%	100%	100%	100%
Monthly Safety Drills and Evacuations**	90%	90%	100%	100%	100%

AIPCS II - GOAL PROGRESS

SAFETY IMPROVEMENTS

Goal 5a: Safe School Environment

1. Traffic safety protocols established for pick up and drop off
2. Emergency drills carried out regularly and in compliance
3. Fire inspections passed
4. 100% Staff vector training completed
5. CSSP Updated for full compliance





MOU SCHEDULE D GOAL & METRICS

Goal #5. Provide a safe school environment and reduce suspensions.

Metric: Suspension rates (percentage of students receiving one or more suspensions).								**Timelines / Data Submission / Audience**	**Actions**
Student Groups (current enrollment)	**Baseline 2024** CA Dashboard	**2024-25* Projection**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Proposed Data Submission: – The California School Dashboard data Audience: ACOE Staff ACBOE	5.5
Overall	1.3	6%	3%	2%	2%	1.5%	1%		
Asian (196)	0%	1%	1%	1%	1%	1%	1%		
Black/African American (298)	1.3%	6.25%	4%	3%	2%	2%	1%		
Latino** (51)	0%	2.0%	1.5%	1.5%	1%	1%	1%		
Students with disabilities** (40)	0%	16.5%	8%	6%	4%	2%	2%		
English Learners (137)	1.6%	2.0%	2%	1%	1%	1%	1%		
Long-term English Learners** (13)	6.3%	8%	8%	6%	3%	3%	3%		
Socioeconomically Disadvantaged (438)	1.5%	4%	3%	3%	2%	1%	1%		
White** (29)	10.8%	14%	9%	6%	3%	3%	3%		

*Data Source - SIS attendance record showing students who have an in-school and out-of-school suspension record for the 2024-25 school year
**Due to the smaller population size, any suspensions within these groups result in a higher percentage representation.

- **Analysis**: Although suspension rates are relatively low, there are groups of students that are being suspended disproportionately. We recognize that we have a disproportionate number of suspensions for students with IEPs this year and that Special education students cannot be suspended if their behavior is a manifestation of their disability. We are exploring root causes and solutions for this issue. White-identifying students (Arab/Arab-American) are being suspended at a greater rate than any other group and additional support is needed for this community.
- **Strategy**: As stated above, we will use PBIS as a school-wide system to create a positive school environment and reduce suspensions. School and class rules will be posted and teachers will use the PBIS app to reward positive behavior and create referrals for positive discipline. This will be a requirement that all teachers are trained and implementing. We will also implement school-wide celebrations, student-led assemblies, on-going training for staff, students and families in conflict mediation and positive school culture (see policies and procedures), and increase training and support for implementing behavior plans of students with IEPs.
- **Monitoring**: PBIS referrals will be used to intervene with students and families and reduce suspensions. PBIS walk-throughs will be conducted monthly to provide feedback to teachers and collect data on implementation.

Goal #5b: Provide a safe school environment and reduce suspensions.

Metric: Suspension Rates (Percentage of students receiving one or more suspensions).

Goal 5: Suspensions	2024 CA Baseline	2024-2025 Projection	2025-2026 Goal	Dashboard	2025-2026 (As of 4.14.26)
Overall	0.013%	6	3.00%	1.10%	1.3
Asian	0%	1	1.00%	0.50%	0
Black/African American	1.30%	6.25	4.00%	1.30%	6
Latino**	0%	2	1.50%	2.10%	0
Students w/ Disabilities***	0%	16.5	8.00%	2.40%	1
English Learners	1.60%	2	2.00%	0%	0
Long-term English Learners**	6.30%	8	8.00%	N/A	0
Socioeconomically disadvantaged	1.50%	4	3.00%	1%	7
White**	10.80%	14	9.00%	N/A	1
Two or more races				3.10%	0

AIPCS II - GOAL PROGRESS

MOU SCHEDULE D GOAL & METRICS

Goal #6. Increase access for Latino students.

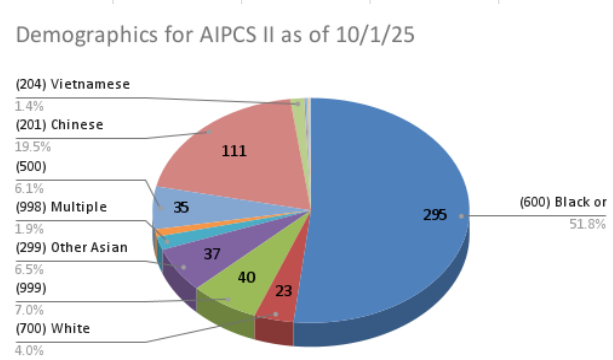
Metric: Latino Student Enrollment							Timelines / Data Submission / Audience	Actions
Targets	**Baseline 2024** CA Dashboard	**2025-26 Target**	**2026-27 Target**	**2027-28 Target**	**2028-29**	**2029-30**	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Proposed Data Submission: – Percent of Latino Students Enrolled – Number of new Kindergarten applications received from Latino families – Number of Latino Kindergarteners enrolled – Number of any new Latino applications received by grade Audience: ACOE Staff	6.1
Latino Student Enrollment Projection (Number of Students)	47 (7.6%)	56 (9%)	60 (9.7%)	62 (10%)	64 (10.3%)	66 (10.7%)		

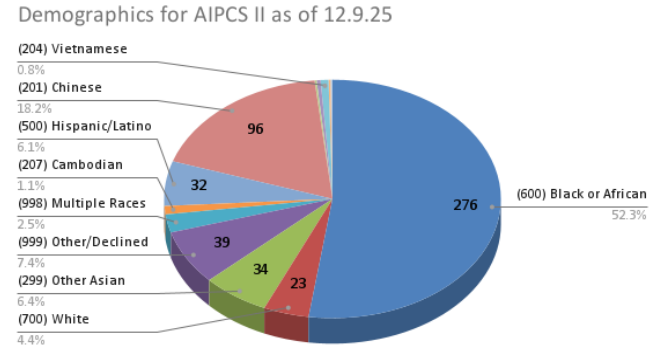
- **Analysis**: Although we have greatly increased our population of African American/Black students from 33.5% in 2019-20 to 48.3% in 2024-25 (+14.8pp in 5 years), the percentage of Latino students has remained low as compared to the public school population in Oakland. This process has afforded us the opportunity to more intentionally recruit Latino families.

- **Strategy**: To provide greater access to the Latino community, we are developing Spanish language recruitment materials; launching our “Bienvenida” multi-media campaign including online advertising and Spanish media outlets; building partnerships with Latino community-based organizations; and hosting Spanish-language tours.

- **Monitoring**: To improve our overall capacity to understand enrollment trends, in the 2025-26 school year we will deepen our capacity to analyze and proactively address our enrollment of student subgroups, including employing Live/Go data, developing systems to track students who leave AIMS, and developing strategies to recruit underrepresented students. To provide greater access to the Latino community, we are developing Spanish language recruitment materials; launching our “Bienvenida” multi-media campaign including online advertising and Spanish media outlets; building partnerships with Latino community-based organizations; and hosting Spanish-language tours.

	Goal #6. Increase access for Latino students.											
	Metric: Latino Student Enrollment.											
	Baseline 2024 CA Dashboard	2024-25*	Aug 2025	Sep 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026
Latino Student Enrollment (Number of Students)	47	51	32	31	31	31	31	31	31	31	31	
Total Percentage	7.6%**	8.30%	6.8%**	6.8%**	6.2%**	6.1%**	6.1%**	5.97%	5.92%	5.94%	5.90%	
MOU Percentage Targets	7.6%**	7.6%**	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%
Total Student Enrollment	**635**	**635**	**590**	**586**	**570**	**535**	**530**	**519**	**524**	**522**	**525**	





AIPCS II - GOAL PROGRESS

MOU SCHEDULE D GOAL & METRICS

Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism.

Metric: Chronic absenteeism–percentage of students absent 10% or more of school days (19/187).								**Timelines / Data Submission / Audience**	**Actions**
Reduce Chronic Absenteeism	**Baseline 2024** CA Dashboard	**2024-25* Projection** % of subgroup	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Proposed Data Submission: – The California School Dashboard data Audience: ACOE Staff ACBOE	7.1
Overall	15.1%	15.1%	13%	10%	9%	8%	7%		
Asian	4.2%	9.2%	7%	6%	5%	4%	3%		
Black/African American	13.2%	14.1%	12%	10%	9%	8%	7%		
Latino	38%	19.6%	15%	10%	9%	9%	8%		
Students w/ Disabilities	20.6%	23.0%	15%	10%	10%	10%	9%		
English Learner (EL)	16.8%	15.0%	12%	10%	9%	8%	7%		
Long-Term English Learner	25%	15.4%	12%	10%	10%	9%	9%		
Socioeconomically Disadvantaged	15.5%	15.0%	12%	10%	9%	8%	7%		
White	51.4%	32%	15%	10%	10%	9%	9%		
Two or more races	31.7%	27.27%	15%	10%	10%	9%	9%		

*Data Source - SIS Attendance records for the 2024–2025 school year, identifying students absent for 10% or more of enrolled instructional days.

- **Analysis**: Students who are absent more than 10% of school days are less likely to succeed academically. Although chronic absenteeism has been dropping each year since the pandemic, too many students are missing school, especially within our specific communities. Many “White” (Arab-American) families have missed school due to travel and religious holidays. Travel has also been an issue for some Latino families. Some students with disabilities have missed school due to medical issues for which an independent study could have been utilized. Our goal is to have all groups under 10% chronic absence and school-wide at 7%.
- **Strategy**: We are staffing a new Student and Family Support Coordinator who will monitor attendance and the SST process for students experiencing difficulties with attendance, and academics.. Attendance support will focus on SWD, Arab American and Latino students, groups with the highest rates of chronic absenteeism. This position will also lead attendance team meetings with the dean of students and attendance clerk, in addition to school-wide attendance practices such as celebration and assemblies. We will provide targeted support to current and past chronically-absent students, including home visits and SST meetings.
- **Monitoring**: Attendance for targeted students will be monitored daily; all students will be monitored and reported weekly. Rates will be reviewed monthly by the school and district leadership and reported annually through the CA Dashboard.

Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism.

Metric: Chronic absenteeism–percentage of students absent 10% or more of school days (19/187).

	2024 CA Baseline	2024-2025	2025-2026 Goal	Dashboard	Q1 [1]	Q2	Q3
Asian	4.20%	9.20%	7%	10.3	2.7	4.17	5.31
Black/African American	13.20%	14.10%	12%	13.7	8.9	9.87	15.37
Latino**	38%	19.60%	15%	31.9	0.56	3.22	2.85
Students w/ Disabilities***	20.60%	23%	15%	28.2	1.89	2.84	3.22
English Learners	16.80%	15%	12%	13.9	3.98	4.55	7.78
Socioeconomically disadvantaged	15.50%	15%	12%	17.7	11.96	16.5	24.67
White**	51.40%	32%	15%	N/A	0.37	1.33	3.6
Two or more races	31.70%	27.27%	15%	36.7	0.18	0.19	0.95

AIPCS II - GOAL PROGRESS

MOU SCHEDULE D GOAL & METRICS

Goal #8. English Learners reclassify within 6 years.

Metric: English Learner Progress* (ELPAC)								Timelines and Proposed Data Submission	Actions
English Learners	**Baseline** 2024 CA DASHBOARD	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Proposed Data Submission: – The California School Dashboard data Audience: ACOE Staff ACBOE	8.1 8.2 8.3 8.4 8.5 8.6 8.7
All English Learners	37%	42%	50%	55%	60%	65%	70%		
Long Term English Learners	40%	45%	50%	55%	60%	65%	70%		
*Students who made sufficient progress (increasing one level or more on the or moving Low to High within level 2/3) on ELPAC. Level 1: Beginning Level 2: Developing (Low to High) Level 3: Expanding (Low to High) Level 4: Well developed									

- **Analysis**: It is our goal to reduce and ultimately eliminate Long-term English Learners so all students are fluent in English and proficient in English Language Arts. It is the expectation that the majority of our ELs are meeting this goal by next year, increasing the amount each year after.

- **Strategy**: We have been establishing systems and practices to accelerate the progress of English Learners. The *Benchmark Advance* curriculum includes high-quality designated and integrated English Language Development (ELD) components. Teachers review ELPAC data at the beginning of the year to understand language needs and provide integrated and designated ELD. Level 1 and 2 English Learners are provided additional, daily designated ELD by an ELD teacher outside of the core classroom. Data is used to target instruction for listening, reading, writing and speaking skills.

- **Monitoring**: We will monitor data on EL progress within quarterly in ELD, ELA and other subject areas. English Learner Progress will be reported annually on the CA Dashboard and reviewed annually at the beginning of the school year.

Goal #8b. English Learners reclassify within 6 years.					
Metric: English Learner Progress* (ELPAC)					
	Baseline	**2024-25**	**2025-26 Target**	**2025-26 Actual**	**2026-27 Target**
All English Learners	37%	64.8	50%	The data for this metric is not yet available; formative data suggests we are at 48%. This was intentional set lower to address some inflation in previous year due to changed test conditions.	55%
Long Term English Learners	40%	43%	50%	The data for this metric is not yet available; formative data suggests we are at 45%. This was intentional set lower to address some inflation in previous year due to changed test conditions.	55%

AIPCS II - GOAL PROGRESS

MOU SCHEDULE D GOAL & METRICS

Goal #8: Provide tiered supports to reduce retention.

Metric							Timelines / Data Submission / Audience	Actions
Student Retention	**Baseline**	**2024-25***	**2025-26**	**2026-27**	**2027-28**	**2028-29**	Timelines: June 2026 June 2027 June 2028 June 2029 June 2030 Proposed Data Submission: – Student retention reports Audience: ACOE Staff ACBOE	8.1 8.2 8.3 8.4 8.5 8.6 8.7
Students with Disabilities*	3%	0	0	0	0	0		
General Education Students **	3%	2.5%	2%	1.5%	1.5%	1%		

**Based on the revised AIMS board-approved retention policy, retention is no longer mandatory.
*Per board policy, Sped not retained, and extra support is embedded in the IEP

*Data Source - SIS records for the 2023–2024 school year

- **Analysis**: AIMS and AIPCS II have revised board policy to ensure that retention is not being used as an academic intervention or being required for families. Board policy now dictates that students with Individualized Education Plans (IEPs) shall not be retrained and that extra support must be provided in place of retention.

- **Strategy**: It is communicated to parents/guardians with each monthly progress report that they are the decision makers regarding retention and AIPCS II makes every effort to provide support within the school year (after school/Saturday School) or Winter/Summer recess to ensure students can catch up academically. Retention is not recommended in most cases in which students are behind academically or socially, but rather used to inform services and support.

- **Monitoring**: If retention is being considered, a meeting with the parents occurs every quarter at parent-teacher conferences and again 30 days prior to the end of the school year. The Superintendent will report to the AIMS board on regularly scheduled dashboard updates. An annual report will be provided ACOE annually in June.

Goal #8c: Provide tiered supports to reduce retention.

Metric:

Student Retention	Baseline	2024-25*	2025-26 Target	2025-26 Actual	2026-27 Target
Students with Disabilities*	3%	0	0	0	0
General Education Students **	3%	2.5%	2%	0	1.5%

**Based on the revised AIMS board-approved retention policy, retention is no longer mandatory.

*Per board policy, Sped not retained, and extra support is embedded in the IEP

AIPCS II - GOAL PROGRESS

MOU SCHEDULE D GOAL & METRICS

Goal #9: Reduce midyear transfers.

Metric: Mid-year transfers (during the academic year: Aug - June)

Student Group	Baseline 4/4/25*	2024-25** Projected	2025-26	2026-27	2027-28	2028-29	2029-30
All Students	34	45	35	30	25	25	20
Students with Disabilities (Not including NPS placement)	3	4	3	3	3	2	2

Timelines / Data Submission / Audience

Timelines:
November 2025, February 2026, April 2026, June 2026

November 2026, February 2027, April 2027, June 2027

November 2027, February 2028, April 2028, June 2028

November 2028, February 2029, April 2029, June 2029

November 2029, February 2030, April 2030, June 2030

Proposed Data Submission:
- Student exit reports
- Exit survey

Audience:
ACOE Staff
ACBOE

Actions

9.1
9.2
9.3

*Data Source - P2 Attendance Report (4/4/2025) and monthly attendance reports submitted to OUSD
**Student attrition due to uncertainty surrounding the charter renewal
***This excludes 8th-grade students who were promoted after completing the highest grade level offered at the school

- **Analysis**: We have experienced larger numbers of transfers this year due to the pending status of AIPCS II charter. We anticipate that number will return to the baseline and will work to reduce each year after.

- **Strategy**: As named above, we will provide targeted academic and social support to ensure students succeed and remain at AIPCS II. This includes case management by the new student and family support coordinator with a focus on chronically absent students and students with Individualized Learning Plans (ILPs) through general education. We will also utilize our uniform complaints process to respond to parent concerns and conduct exit interviews to understand root causes when students choose to transfer.

- **Monitoring**: AIMS leadership and board will monitor transfers internally on a monthly basis and report to ACOE quarterly.

Goal #9: Reduce midyear transfers.					
Metric: Mid-year transfers (during the academic year: Aug - June)			***This excludes 8th-grade students who were pron		
Student Group	**Baseline 4/4/25***	**2024-25** Projected**	**2025-26 Target**	**2025-26 Actual**	**2026-27 Target**
All Students	34	45	35	35	30
Students with Disabilities (Not including NPS placement)	3	4	3		3

AIPCS II - GOAL PROGRESS

MOU SCHEDULE D GOAL & METRICS

Goal #10: Ensure quality data for accurate reporting.

Metric							Timelines / Data Submission / Audience	Actions
	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29		
CALPADS accuracy	No Data	No Data	97%	97%	98%	98%	Timelines: November 2025, February 2026, April 2026, June 2026 November 2026, February 2027, April 2027, June 2027 November 2027, February 2028, April 2028, June 2028 November 2028, February 2029, April 2029, June 2029 November 2029, February 2030, April 2030, June 2030 Proposed Data Submission: – Internal audit reports – Monthly meeting notes Audience: ACOE Staff	10.1 10.2 10.3 10.4
Accuracy rate of monthly attendance reporting	86%	86%	93%	93%	93%	100%		10.4 10.5
Timely CALPADS Submissions**	100%	100%	100%	100%	100%	100%		10.1 10.2 10.3

*Data Source -Monthly ADA submissions to OUSD

**CALPADS Submissions - Fall 1, Fall 2, and End of Year (EOY)

- **Analysis**: Data quality issues in California Longitudinal Pupil Achievement Data System (CALPADS) are often caused by discrepancies in student information system (SIS) due to errors in parent input during registration or delays in internal data updates. These issues result in unmatched student records, duplicate SSIDs, and incorrect program participation coding. CALPADS Fall 1: Focuses on student demographics, enrollment, and program data; CALPADS Fall 2: Emphasizes course enrollment and staff assignments; CALPADS EOY: Includes discipline, attendance, and special programs.

- **Strategy**: We use a year-round, multi-phase process to ensure CALPADS data accuracy. Upon registration, student information is reviewed and validated using CALPADS records to identify potential mismatches, duplicate SSIDs, or missing fields. Discrepancies are corrected within the SIS and re-synced to CALPADS. Dedicated audits occur ahead of each submission window: Fall 1: August–October; Fall 2: November–January; EOY: April–June. Monthly audits track demographic accuracy, enrollment updates, and staff/course alignment. Issues are logged and reviewed in monthly data quality meetings. We follow the CALPADS submission timeline strictly, ensuring timely certification of Fall 1, Fall 2, and EOY files.

Goal #10: Ensure quality data for accurate reporting.					
Metric:					
	Baseline	**2024-25**	**2025-26 Target**	**2025-26 Actual**	**2026-27 Target**
CALPADS accuracy	No data	No data	97%	95%	97%
Accuracy rate of monthly attendance reporting	86%	86%	93%	95%	93%
Timely CALPADS Submissions**	100%	100%	100%	66%	100%

AIPCS II - GOAL PROGRESS

Coversheet

Superintendent Contract Approval

Section: III. Action Items
Item: A. Superintendent Contract Approval
Purpose: Vote
Submitted by:
Related Material: Superintendent Contract 2026 FINAL 6-12-26.docx.pdf

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

SUPERINTENDENT EMPLOYMENT AGREEMENT

This Employment Agreement for Superintendent ("Agreement") is hereby made and entered into by and between the BOARD OF TRUSTEES of the AIMS K-12 COLLEGE PREP CHARTER DISTRICT ("Governing Board" or "AIMS"), a public charter school organization in the State of California, and LARESHA HUFFMAN ("LARESHA HUFFMAN" or "Superintendent," collectively, "Parties").

WHEREAS, the Governing Board desires to employ LARESHA HUFFMAN as the Superintendent of AIMS and LARESHA HUFFMAN desires to accept employment as the Superintendent of AIMS upon the terms and conditions hereinafter set forth in this Agreement.

NOW THEREFORE, in consideration of the foregoing, and of the terms and conditions set forth herein, the parties hereby agree as follows:

1. TERM

a. The Governing Board hereby hires and employs LARESHA HUFFMAN to be the District's Superintendent effective July 27, 2026. LARESHA HUFFMAN hereby accepts such employment and agrees to perform all of the duties and responsibilities of the position of Superintendent during the term. The term of this Agreement shall be a 2-year term, with a 6-month buyout provision, unless otherwise terminated or extended as set forth herein.

2. DUTIES AND RESPONSIBILITIES

a. By accepting employment as Superintendent, LARESHA HUFFMAN agrees to devote their full time, best efforts, and abilities to performing the duties and responsibilities outlined herein or as assigned to them from time to time by the Governing Board. LARESHA HUFFMAN shall perform all of the duties of a Superintendent as prescribed by and in accordance with the laws of the State of California and the policies, rules, and regulations of AIMS. As Superintendent, LARESHA HUFFMAN shall also have such powers and duties as are delegated to them by the Governing Board, including providing leadership, guidelines, and direction to ensure that Governing Board policies related to curriculum, instruction, pupil services, personnel, budget, and business affairs are carried out. Acts which require ratification by the Governing Board shall be referred to the Governing Board at the earliest opportunity.

Consistent with the foregoing, the Superintendent's duties and functions shall include, without limitation, all of the following:

b. Serving as the Liaison to the Governing Board. The Superintendent shall be delegated all powers and duties necessary for efficient management and administration of the District to the full extent permitted by law.

c. Organizing, reorganizing, and arranging the administrative and supervisory staff, including, but not limited to, instruction, human resources, business, and operational affairs, which in their judgment will best serve the District. The Superintendent shall have such responsibility in all personnel matters, including the selection, placement, release, non-reelection, termination, reassignment, and transfer of employees, subject to the approval of

the Governing Board. In all personnel matters, the Superintendent shall timely present their recommendations to the Governing Board. In the event the Governing Board does not approve said recommendations, the Superintendent shall submit another recommendation to the Governing Board within a reasonable time.

d. Working generally with the Governing Board, parents, and District personnel, assist in the effort to develop short- and long-range District goals with criteria for determining effective achievement and evaluating outcomes, which may be incorporated into the goals and objectives of the District's strategic plan.

e. Completing charter renewal and accreditation for charter sustainability. Ensuring the short and long-range goals are linked to the successful completion of agreed-upon metrics embedded in the Alameda County Office of Education Memorandum of Understanding (ACOE MOU) and Oakland Unified School District Corrective Action Plans (OUSD CAP)

f. Representing the interests of the Governing Board and the District in day-to-day contact with parents, community members, governmental agencies, and other stakeholders.

g. Providing leadership, guidelines, and direction to ensure that policies related to ACOE MOU, OUSD CAP, curriculum, instruction, pupil personnel services, personnel, budget, and business affairs are carried out.

h. Reporting regularly to the Governing Board information regarding student learning and analysis of student achievement and performance.

i. Reviewing all policies adopted by the Governing Board and making appropriate recommendations to the Governing Board for additions, deletions, or modifications. The Superintendent shall have primary responsibility for the execution of Governing Board policies, whereas the Governing Board shall retain the primary responsibility for formulating and adopting said policies.

j. Evaluating employees directly accountable to the Superintendent and overseeing the evaluation of other employees as defined by California law and Governing Board policy.

k. Providing leadership and direction in planning and financing school facilities.

l. Advising the Governing Board and making recommendations regarding all possible sources of funds which may be available to implement present or contemplated AIMS programs.

m. Endeavoring to maintain and improve the Superintendent's professional competency by all available means, including subscribing to and reading appropriate periodicals and joining and/or participating in appropriate professional associations and their activities.

n. Establishing and maintaining effective community relations.

o. Communicating openly, systematically, and promptly to the Governing Board, staff, and the community, and promptly informing the Governing Board of critical issues or incidents.

p. Providing educational leadership to ensure quality teaching and learning.

q. Serving as a liaison to the Governing Board with respect to all employer-employee matters and making recommendations to the Governing Board concerning those matters.

r. Unless unavoidably detained or otherwise directed by the Governing Board, attend all regular, special, and closed session meetings of the Governing Board.

s. Performing all other duties and functions as assigned or required by the Governing Board.

3. SALARY

a. The Superintendent's annual base salary for the first year of this Agreement shall be $255,000.00 ("Base salary"), payable in twelve (12) equal monthly installments on the last working day of each month.

b. All salary payments to the Superintendent shall be subject to all payroll deductions, including state and federal taxes, as required by California law.

4. WORK YEAR AND LEAVE BENEFITS

a. Work Year

The Superintendent is a full-time management employee and shall be required to render twelve (12) months of full-time and regular service to AIMS during each annual period covered by this Agreement, exclusive of vacation, holidays, sick leave, and other permissible absences.

b. Sick Leave and Vacation

The Superintendent shall be granted **twelve (12) days of sick leave** annually at the beginning of each school year. Such sick leave is cumulative pursuant to Governing Board policy.

The Superintendent shall be entitled to **fourteen (14)** working days of vacation each year, exclusive of holidays granted to 12-month classified management employees, which shall accrue at a rate of one (1) day per month of service. Each school year, the Superintendent may use their current year's vacation entitlement in advance of accrual; however, should the Superintendent's employment terminate for any reason before that used vacation actually accrues, any compensation previously paid to them for use of unaccrued vacation will be deducted from their final paycheck.

The Board prefers that the Superintendent take their allotted annual vacation days each year; however, it recognizes that there may be unforeseen circumstances that inhibit the Superintendent from taking all vacation days during the school year. Therefore, for so long as this Agreement is in effect, including through any future amendments, earned and unused vacation shall be carried over from year to year, provided, however, that in no event shall the Superintendent be permitted to carry over more than twenty-four (24) days of vacation. At such times as the Superintendent has accrued twenty-four (24) days of vacation, the Superintendent shall cease to accrue vacation until such time as the Superintendent's accrued vacation is reduced below twenty-four (24) days. Accrued but unused days of vacation shall be paid at the expiration or termination of this Agreement at the Superintendent's then-current daily rate.

For purposes of this Agreement, the Superintendent's daily rate shall be calculated based on a **225-day work year.**

c. Holidays-The Superintendent receives paid school holidays as identified on the official school calendar.

d. Other Leaves

Except as otherwise provided herein, the Superintendent shall be entitled to such other leaves of absence granted by the Board to all twelve (12) month classified management employees of AIMS, in accordance with Governing Board policy.

e. Notification of Absences and Use of Leave

If, for any reason, including but not limited to illness, injury, or vacation, the Superintendent is or plans to be absent from duty for more than three (3) consecutive workdays, the Superintendent shall notify the Governing Board President.

The Superintendent shall annually report to the Governing Board in writing on their use of sick leave and vacation.

5. HEALTH AND WELFARE BENEFITS

a. The Superintendent shall be entitled to all health and welfare benefits granted to 12-Month Classified Management employees of AIMS, as set forth in the employee handbook.

b. The Superintendent shall be enrolled in CalPERS consistent with other 12-Month Management employees of AIMS.

c. The Superintendent shall receive an annual benefit stipend of $5,000 to cover dependent health benefit costs.

OUTSIDE PROFESSIONAL ACTIVITIES

a. With prior approval of the Governing Board, the Superintendent may undertake for consideration outside professional activities outside education, including consulting, speaking, and writing. The Superintendent's outside professional activities shall not

occur during regular work hours or otherwise interfere with the Superintendent's ability to satisfactorily perform the duties of the position. The Superintendent may, with prior approval of the Governing Board, continue to draw a salary while engaged in such outside activities. In such cases, any honoraria paid to the Superintendent in connection with these activities shall be paid to AIMS. If the Superintendent chooses to use vacation days to perform outside activities, the Superintendent may retain any honoraria paid. The Superintendent agrees not to use AIMS staff or property in performing these outside activities without the prior written approval of the Governing Board. In no case will AIMS be responsible for any expenses attendant to the performance of such outside activities unless prior Board approval is obtained.

6. EVALUATION

a. The Board may evaluate and discuss the Superintendent's performance at any time during the term of this Agreement.

b. In addition, the Board shall evaluate and assess the Superintendent's performance and provide a written evaluation during each school year. The evaluation shall be based upon the Superintendent's job performance goals and objectives and other criteria as may be defined by the Governing Board, in consultation with the Superintendent, using the Superintendent's written self-evaluation.

c. By September 15 of each year of this Agreement, the parties shall endeavor to complete the Superintendent's goals and objectives. The goals and objectives will be closely linked to the Memorandum of Understanding between AIMS and the Alameda County Trustees and the Corrective Action Plans between AIMS and the Oakland Unified School District. The Superintendent shall update the Board on their progress towards the identified goals and objectives in November and February of each year, which shall include reminders of the deadline for the Board to provide the Superintendent with its written evaluation report.

d. By April 30th of each year, the Superintendent shall complete a written self-evaluation. This self-evaluation shall include a review of any action plans presented to the Superintendent in previous evaluations.

e. By May 30th of each year, the Governing Board shall meet with and provide a copy of the Board's written evaluation report to the Superintendent in a closed session meeting. Based upon the findings specified in the evaluation report, the Superintendent, in collaboration with the Governing Board, shall prepare an action plan, if necessary, which shall address areas identified as needing clarification, emphasis, or improvement. The action plan will be included as an addendum to the evaluation report. If a jointly prepared action plan cannot be agreed upon, the Governing Board, in its sole discretion, shall issue the action plan. The Superintendent and the Governing Board members shall sign the evaluation report and the action plan. Failure of the Superintendent to agree to and/or sign the evaluation or action plan shall have no legal effect upon the Superintendent's duty to implement the recommendations set forth in the evaluation and/or action plan. The Governing Board may conduct more than one formal written evaluation each year of this Agreement.

f. An evaluation shall be deemed to be "satisfactory" if a majority of Board members have rated the Superintendent's performance as satisfactory in individual evaluations prepared by such Board members.

g. If a majority of the Board concludes that the Superintendent's performance is unsatisfactory, it may proceed in terminating the Agreement for cause, as provided in Section 10.b. If the Board elects not to terminate the Agreement for cause, it may provide, in writing, specific areas where improvement is required, recommendations for improvement, and notice that another evaluation will be conducted within six (6) months.

h. The Governing Board shall devote a portion, or all, of at least one meeting each year to discuss and evaluate the Superintendent's performance and working relationship with the Governing Board. The Governing Board and Superintendent may also confer at other times during the school year as may be necessary or desirable regarding the Superintendent's performance.

i. Failure of the Governing Board to carry out any provision of this Section (Section 6) of this Agreement shall not constitute a breach of this Agreement, have any legal effect, or otherwise entitle the Superintendent to any compensatory or equitable remedy.

7. Additional Expenses and Benefits

a. Professional Development and Membership. AIMS encourages the Superintendent to participate in professional organizations, professional development, and activities. AIMS shall pay the Superintendent's annual membership dues for up to three organizations, up to $1,000 per organization, and may include yearly dues for ACSA, CAAASA, and CSBA, plus attendance at 3 conferences annually, in any professional and community service organization as may be approved by the Board while they are rendering services under this Agreement. The total professional development and membership budget for the Superintendent is $10,000, specifically allocated for professional development. Attendance of conferences should not fall on blackout dates.

b. Business Expenses. Except as otherwise provided in this Agreement, AIMS shall reimburse Superintendent for all actual and necessary expenses that have been incurred within the scope of their employment with AIMS, including mileage and cell phone costs. Any expense of $350 or more must have prior approval of the Board. For all reimbursements, including those items less than $350, the Superintendent shall complete and submit expense claims in writing in accordance with AIMS's policies, rules, and regulations. The Superintendent's expense claims shall be supported by appropriate documentation prior to reimbursement and shall require countersignature by AIMS's Chief Business Officer.

c. Laptop. AIMS, at its sole cost and expense, shall provide the Superintendent with a laptop computer for AIMS business use, which shall be promptly returned upon termination of this Agreement.

d. Out-of-County Travel Expenses. The Superintendent shall be reimbursed for actual and necessary travel expenses incurred when duties cause the Superintendent to travel outside the boundaries of Alameda County in accordance with AIMS Board policies and procedures.

8. NOTIFICATION OF OUTSIDE EMPLOYMENT

a. In the event the Superintendent applies for a position with another employer, they shall inform the Governing Board President of this fact in writing as near

simultaneously as possible. Failure to do so shall render the remaining term of this Agreement null and void.

9. PROFESSIONAL MEETINGS

a. The Superintendent is expected to attend appropriate professional meetings at the local, county, state, and national levels. Prior approval of the Governing Board shall be obtained if the Superintendent wishes to attend national and/or out-of-state functions, and all actual and necessary expenses of attendance shall accordingly be paid by AIMS. Where the Superintendent needs to attend a meeting on short notice, the Superintendent will notify the Governing Board President, and expenses will be ratified at the next appropriate Governing Board meeting.

10. TERMINATION OF AGREEMENT

a. **Mutual Consent**. This Agreement may be terminated at any time by mutual consent of the Governing Board and the Superintendent.

b. **Termination For Cause**. The Superintendent's employment and all of their rights under this Agreement may be terminated by the Governing Board for cause at any time. "Cause" shall exist if the Superintendent (1) acts in bad faith to the detriment of AIMS; (2) refuses or fails to act in accordance with a specific provision of this Agreement or a direction or order of a majority of the Governing Board; (3) exhibits misconduct or dishonesty regarding their employment; (4) is convicted of a crime involving dishonesty, abuse of their position, breach of trust, or physical or emotional harm to any person; (5) is unable to perform any of the essential functions of their position; (6) unsatisfactory performance which is established by at least one (1) written evaluations; (7) engages in any of the conduct defined in Education Code section 44932 as determined by the Governing Board; or (8) for other conduct seriously prejudicial to AIMS. The Governing Board may, in its sole discretion, allow the Superintendent to continue in employment during an investigation into allegations of misconduct by the Superintendent, or place them on paid administrative leave pending completion of the investigation and immediately assign another employee the duties of Superintendent.

If the Governing Board intends to dismiss the Superintendent for cause, it shall provide them with (a) written notice of the proposed action and the reasons therefor; (b) a reasonably detailed account of the charges and the materials upon which the proposed action is based; (c) notice of the right to respond orally or in writing to the Board; and (d) the right to a meeting with the Board. Any request for a meeting shall be filed by the Superintendent within ten (10) days after service of the notice of proposed action. The meeting, if requested, shall be held in closed session at the next regular or special Board meeting. The Superintendent and the Governing Board shall each have the right to be represented by counsel at the conference at their own expense. The Superintendent shall have an opportunity to respond to all matters raised in the written statement. The Governing Board shall conduct this conference, which shall not be an evidentiary hearing. Neither party shall have the opportunity to call witnesses. Time allotted for the conference shall be set by the Governing Board at its sole discretion.

If the Board, after considering all information presented, decides to terminate this Agreement, it shall provide the Superintendent with a written decision. The decision of the Board shall be final. The Superintendent waives any other rights that may be applicable to this termination for cause

proceeding with the understanding that completion of this conference exhausts the Superintendent's administrative remedies.

If the Superintendent is terminated pursuant to this action, the Governing Board's obligation shall be limited to paying the Superintendent's compensation through the date of termination of employment, plus any accrued benefits. Any settlement agreement shall be subject to the provisions of Government Code section 53260, *et seq*.

c. **Termination Without Cause**. Notwithstanding any other provision of this Agreement, the Governing Board may elect for any reason, without cause or a conference, to unilaterally terminate this Agreement prior to its expiration date, upon the provision of written notice of such termination to the Superintendent. In such an event and in consideration for the exercise of this right, AIMS shall pay the Superintendent in accordance with the following:

d) if the Superintendent is terminated without cause during the first year of service, they shall be paid a lump sum equivalent to three (3) months of their salary; or

e) if the Superintendent is terminated without cause during any other time of their contract, they shall be paid a lump-sum payment equivalent to 6-months of their salary or the remainder of their contract, whichever is less.

For purposes of this Agreement, the term "salary" shall include only the Superintendent's regular monthly base salary and shall not include the value of any other stipends, reimbursements or benefits received under this Agreement.

Should the Superintendent begin new employment of equivalent status and compensation (e.g., Superintendent-level administration) prior to the completion of such payments, any remaining payments will cease. No additional sick leave or vacation shall accumulate after the date of termination. The parties agree that this provision meets the requirements governing maximum cash settlements as set forth in Government Code sections 53260, *et seq*.

All payments made pursuant to this termination without cause provision shall be subject to applicable payroll deductions and shall be treated as compensation for state and federal tax purposes. No payments made pursuant to this early termination provision shall constitute creditable service or creditable compensation for CalPERS retirement purposes, if applicable. Payments made pursuant to this termination without cause provision shall be considered as final settlement pay and shall not count for any CalPERS purposes (if applicable); accordingly, no deductions shall be made for retirement purposes.

Further, if the Board believes, and subsequently confirms through an independent audit, that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may immediately terminate the Superintendent upon written notice to the Superintendent and the Superintendent shall not be entitled to any compensation of any nature, whether as cash, salary payments, health benefits or other non-cash settlement as set forth above. This provision is intended to implement the requirements of Government Code section 53260(b).

AIMS and Superintendent further agree that the payments provided under this section of the Agreement shall constitute the exclusive and sole remedy of any kind for any termination of their employment, and the Superintendent agrees and covenants not to assert or pursue any other

remedies of any kind, whether administrative, at law, or in equity, with respect to any termination of their employment. Specifically, upon acceptance of any buyout payments under this section, the Superintendent agrees to waive and release AIMS from any claims and/or causes of action against AIMS or the Governing Board in any way related to their employment by the Governing Board, including, but not limited to, claims or actions under this Agreement.

d. **Physical or Mental Infirmity**. Upon written evaluation by a licensed physician designated by the Governing Board indicating the inability of the Superintendent to perform any of the essential functions of the position, with or without reasonable accommodation, the Governing Board may terminate this Agreement upon written notice to the Superintendent and after providing the Superintendent a reasonable opportunity to respond. The Governing Board may, in its sole discretion, allow the Superintendent to continue in employment until the expiration of their current and accumulated sick leave and differential leave, but upon receipt of the written evaluation specified above, may immediately assign another employee the duties of Superintendent.

e. **Other**. The Superintendent may terminate their obligations under this Agreement at any time by giving AIMS at least ninety (90) days' prior written notice unless the parties agree otherwise. This Agreement shall also automatically and immediately terminate upon the death of the Superintendent.

11. ABUSE OF OFFICE OR POSITION

a. If the Superintendent is convicted of a crime involving an abuse of their office or position, they shall fully reimburse AIMS for any payments they received (1) as paid leave pending investigation (Government Code Sections 53243 and 53243.4); (2) for their criminal legal defense (Government Code Section 53243.1); and/or (3) as cash settlement related to their termination (Government Code Section 53243.3).

12. DEFENSE AND INDEMNIFICATION

a. In accordance with the provisions set forth in Government Code sections 825 and 995, the Governing Board agrees to defend the Superintendent from any demands, claims, actions, suits, or legal proceedings brought against the Superintendent in their individual or official capacity as an agent or employee of AIMS for any incident arising out of duties they performed in the course and scope of their employment. Unless there is a finding of criminal action, actual fraud, corruption, or actual malice, the Governing Board shall hold harmless and indemnify the Superintendent from any demands, claims, actions, suits, or legal proceedings brought against the Superintendent in their individual or official capacity as an agent or employee of AIMS for any incident arising out of duties they performed in the course and scope of their employment. Such indemnification shall be for any and all claims arising out of or related to this Agreement and its provisions, the duties and responsibilities of the Superintendent, and the Superintendent's job performance, including any extensions of this Agreement. The provisions of this paragraph do not apply to any action brought against the Superintendent for an abuse of their office.

13. WAIVER

a. No waiver of any breach of any term or provision of this Agreement shall be construed to be, nor shall it be, a waiver of any other breach of this Agreement. No waiver shall be binding unless in writing and signed by the party waiving the breach.

14. CONSTRUCTION

a. Each party cooperated in the drafting and preparation of this Agreement. Hence, in any construction to be made of this Agreement, the same shall not be construed against any party on the basis that the party was the drafter. The captions of this Agreement are not part of the provisions hereof and shall have no force or effect. The Superintendent and the Governing Board each recognize that in entering into this Agreement, the parties have relied upon the advice of their own attorneys, who are attorneys of their own choice, and that the terms of this Agreement have been completely read and explained to them by their attorneys, and that those terms are fully understood and voluntarily accepted by them.

15. APPLICABLE LAW AND SEVERABILITY

a. This Agreement shall be construed in accordance with and governed by the laws of the State of California and the lawful rules and regulations of the Governing Board of AIMS and the State Board of Education with jurisdiction appropriate in Alameda County. Should any provision of this Agreement be held invalid by legislative act or a court of competent jurisdiction, inclusive of appeals, the remainder of this Agreement shall nevertheless be severed from the invalid portions and remain binding and effective on the parties hereto.

16. ENTIRE AGREEMENT

a. This Agreement is the full and complete agreement between the parties hereto concerning the Superintendent's employment with AIMS. This Agreement is an integrated document and supersedes and replaces all prior negotiations and agreements, proposed or otherwise, written or oral, concerning the subject matter hereof. Any amendments, modifications, or variations from the terms of this Agreement shall be in writing and shall be effective only upon approval by both parties and ratification by the Governing Board at a duly noticed regular meeting as required by applicable law.

17. **CONDITIONS OF EMPLOYMENT**

a. The Superintendent's employment is contingent upon the successful completion of a Live Scan (fingerprint-based) background check, initiated upon the candidate's acceptance of this written offer.

IT IS HEREBY AGREED.

BOARD OF EDUCATION OF THE
AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Dated: _____ By: _____
Kimi Kean, Board President

Dated: _____ By: _____
Tiffany Lacsato

Dated: _____ By: _____
Dr. Megan Sweet

Dated: _____ By: _____
Steven Leung

Dated: _____ By: _____

ACCEPTANCE

I hereby accept the foregoing Employment Agreement for the position of Superintendent and agree to faithfully perform all of the duties and responsibilities of employment as provided for herein as the Superintendent of the AIMS K-12 College Prep Charter District.

Dated: _____ By: _____
LARESHA HUFFMAN

718-4/7357671.1

Coversheet

Charter Renewal Materials

Section: III. Action Items
Item: B. Charter Renewal Materials
Purpose: Vote
Submitted by:
Related Material: 01 - Cover Letter.pdf
02 - Charter Renewal Petition.pdf
03 - PIP-1 - Academic and Enrollment.pdf
04 - PIP-2 - K-12 SPED.pdf

July 15, 2026

Jennifer Brouhard
President, Board of Education
Oakland Unified School District
1011 Union Street
Oakland, CA 94607

Re: Charter Renewal Petition, AIMS College Prep High School (Charter #0765, CDS 01-61259-0111856)

Dear President Brouhard:

On behalf of the Board of Directors of AIMS College Prep High School, I am writing to formally submit our charter renewal petition for a five-year term commencing July 1, 2027 and concluding June 30, 2032, pursuant to Education Code Section 47607. On June 16, 2026, the AIMS Board of Directors approved Resolution No. [TBD] authorizing this renewal submission. In compliance with Education Code Section 47605(b), we certify that the petitioner deems the enclosed petition to be complete.

AIMS College Prep High School has served the students and families of Oakland for twenty years, opening in 2006 as one of Oakland's college-preparatory charter high schools. Located at 746 Grand Avenue, our school provides a rigorous, college-focused education to approximately 370 students in grades 9 through 12. Our student body reflects Oakland's diversity: 46% Black or African American, 26% Asian, and 17% Hispanic or Latino, with 67% qualifying as socioeconomically disadvantaged and 18% receiving English Learner services.

Over the current charter term, AIMS has produced strong outcomes across the District's four renewal evaluation criteria.

Academic Achievement and College Readiness. Our College/Career Indicator (CCI) rate has risen from 52.2% in 2022-23 to 88.2% in 2024-25, a 36-percentage-point gain that far exceeds the state average of 51.7% and more than doubles the district average of 43.4%. Our A-G course completion rate of 95.9%, the most recent year for which CDE data is available (2021-22), is more than double both the state (43.6%) and district (42.9%) averages. Our four-year average graduation rate of 94.5% (2021-22 through 2024-25) has exceeded the district average by 14 to 21 percentage points every year during the current charter term.

Equity and Serving All Students. These outcomes extend across student groups. In 2024-25, Black students achieved a CCI Prepared rate of 90.0%, English Learners 77.4%, and socioeconomically disadvantaged students 88.2%, matching the schoolwide rate. Our English Learner Progress Indicator (ELPI) reached 76.7% in 2024-25, rated Blue (Very High) by the California Department of Education, a 55-percentage-point single-year gain reflecting targeted improvements to our English Learner program, including strong outcomes among Long-Term English Learners.

Fiscal Health and School Culture. The school maintains strong fiscal standing, including a projected ending fund balance ratio of 50.1% for fiscal year 2026-27 and a clean independent audit for fiscal year 2024-25 with zero findings. AIMS recorded zero suspensions across all

student groups in 2024-25, reflecting a school culture grounded in high expectations and mutual respect.

We acknowledge that our California Assessment of Student Performance and Progress (CAASPP) proficiency rates in English Language Arts and Mathematics have declined over the past two years, reflected in our Middle Tier classification on the California School Dashboard. Our board-adopted Performance Improvement Plan addresses these declines through targeted strategies: an eight-period block schedule beginning in 2026-27 to expand instructional time, focused math intervention, and a comprehensive curriculum review. We note that our mean scale scores in mathematics (2024-25) continue to exceed both district and state averages.

The enclosed renewal petition includes:

1. Final Renewal Petition (all required elements with current District Required Language)
2. Charter Renewal Performance Report (Open Response and Data Request)
3. Financial Packet (Multi-Year Budget Projection, FCMAT LCFF Calculator, Three-Year Cash Flow, Balance Sheet, Income Statement, and Budget Narrative)
4. Red-Line Petition (word-level changes from current Board-approved petition)
5. Performance Improvement Plan
6. Board Resolution Authorizing Renewal Submission

For questions regarding this submission, please contact Marco Menendez, Interim Executive Director, at marco.menendez@aimsk12.org or (510) 893-8701.

AIMS College Prep High School is proud to be part of Oakland's educational landscape. We look forward to continuing to serve our students and families for the next five years and beyond.

Respectfully,

Kimi Kean
Board President
AIMS College Prep High School

AIMS College Prep High School

AIMS College Prep High School Charter Renewal Petition

For the term July 1, 2027-June 30, 2032

Submitted July 15, 2026

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Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

AIMS College Prep High School (also referred to herein as "Charter School"):

Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))

Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974.
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
    - The California Code of Regulations
    - The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
    - Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
    - Displaying all required postings at school site and online
    - Following the minimum and maximum age requirements for enrollment
    - Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above Affirmations, Declarations, and Assurances section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Introduction

Executive Summary

AIMS College Prep High School is built around a universal college-preparatory promise. Every graduate completes A-G requirements. Every student takes AP coursework beginning in 9th grade. Every student receives individualized college counseling. Graduation itself requires acceptance to a four-year college or university. The school administered 803 AP exams across 11 subjects in 2024-25 and pays 100% of AP and SAT/PSAT exam fees for all students. Through the AIMS U concurrent enrollment pathway, students earn UC/CSU transferable credits at Peralta Colleges beginning sophomore year. AIMS applies this model in a small Oakland high school of approximately 386 students serving a population that is 46.9% African American, 64.5% socioeconomically disadvantaged, and 62% English Learner-origin, with zero suspensions and the lowest chronic absenteeism rate among Oakland comparison schools.

As a Middle Tier school under Education Code section 47607.2(b), AIMS is evaluated against three statutory findings that the authorizer must establish in order to deny renewal. The full record supports renewal under this standard.

The evidence demonstrates substantial academic and postsecondary benefits to students. AIMS achieves a College/Career Indicator rate of 88.2% Prepared (Green), fourth among all 30 Oakland high schools with reportable CCI data and highest among the eight comparison schools students would most likely attend upon closure. Every reportable subgroup achieves Very High (Level 5) CCI status: African American 90.0%, Hispanic/Latino 87.5%, English Learners 77.4%, Long-Term English Learners 80.0%. For two consecutive years, 100% of AIMS graduates completed A-G requirements across every reportable subgroup.

English Learner progress reached 76.7% (Blue), leading every Oakland high school by at least 23 percentage points and exceeding the statewide rate by 30.3 points. Among Long-Term English Learners, 79.5% progressed with zero students declining. Reclassified students outperform English Only peers in both ELA and Math.

On three-year averages, AIMS students outperform the statewide three-year average in both ELA (-7.1 vs. -11.6) and Math (-25.8 vs. -46.4). Postsecondary enrollment reaches 69-73%, with 75.9% of enrolled Class of 2024 graduates attending four-year institutions.

AIMS recorded zero suspensions across all 393 students in 2024-25 (Blue), and a chronic absenteeism rate of 16.7%, the lowest of all nine schools in the comparison (AIMS and eight receiving schools). Across 56 school-indicator comparisons with the eight Oakland high schools students would likely attend upon closure, AIMS outperforms on 50 (89.3%).

AIMS also recognizes areas requiring improvement. The most recent single-year ELA and Math Distance from Standard scores are Orange, reflecting a multi-year decline that the school treats as a serious improvement priority. Hispanic/Latino and English Learner CAASPP performance shows persistent gaps. The 2025 graduation rate of 89.2% (Orange) reflects a CALPADS exit-code certification

issue that the school has identified, with corrective procedures now in place. SPED identification at 4.9% is well below state and district averages, requiring continued Child Find and system correction. Teacher credentialing stands at 72.2%, with three vacancies. The school's Performance Improvement Plan addresses these areas through four cross-cutting strategies executed via the Cycle of Inquiry framework.

Renewal Framework and Legal Positioning

A. Renewal Performance Category: Middle

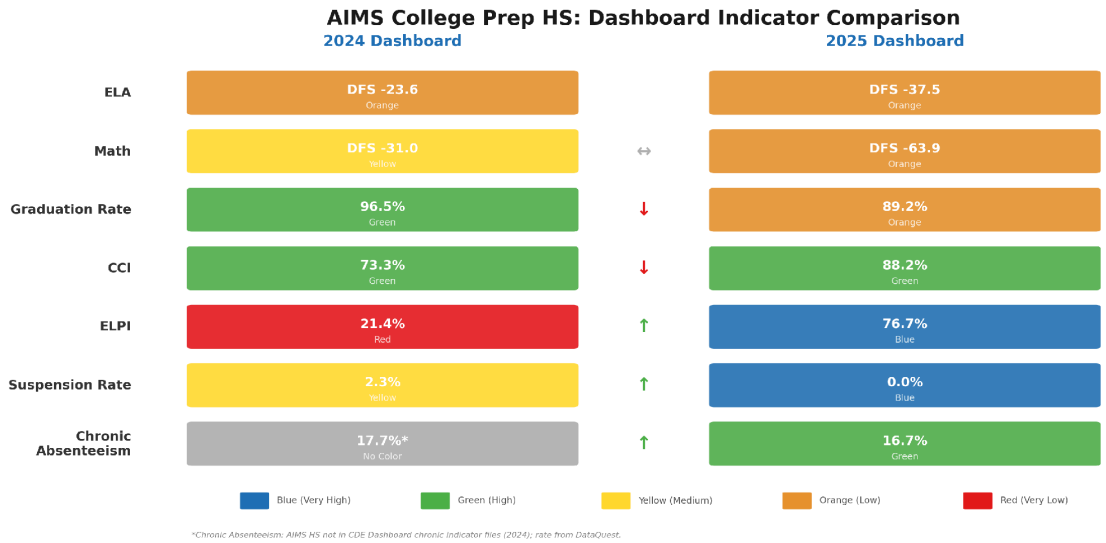
AIMS College Prep High School falls within the Middle Tier renewal performance category under Education Code sections 47607 and 47607.2. This determination is based on the two California School Dashboards immediately preceding the renewal decision: the 2024 Dashboard (reporting 2023-24 data) and the 2025 Dashboard (reporting 2024-25 data).

Under Criterion 1, a school is placed in the High (Streamlined) category only if all school-level state indicators are in the two highest performance levels (Green or Blue) (EC 47607(c)(2)), and in the Low category only if all are in the two lowest (Orange or Red) (EC 47607.2(a)(1)(A)). The state indicators include both academic indicators (ELA, Math, CCI, ELPI) and non-academic indicators (Graduation Rate, Suspension Rate, Chronic Absenteeism).

On the 2025 Dashboard, AIMS HS's four academic indicators are: ELA (Orange), Math (Orange), College/Career Indicator (Green), and English Learner Progress Indicator (Blue). Because the school has both Orange indicators and Green/Blue indicators, it does not meet the "all same band" requirement for either High or Low placement. The 2024 Dashboard shows a similar mixed profile: ELA (Orange), Math (Yellow), with CCI and ELPI in mixed states. Neither Dashboard supports High or Low classification under Criterion 1.

Under Criterion 2, a school may be placed in High (EC 47607(c)(2)(A)(ii)) or Low (EC 47607.2(a)(1)(B)) based on student group performance relative to state averages. For Low placement, the school's ELA, Math, CCI, and ELPI status must all be lower than the State of California, and all lower for more than 50% of the school's numerically significant student groups. At the school level, AIMS HS's CCI (Very High, Level 5) and ELPI (Very High, Level 5) are both higher than the state. Because the school-level indicators are mixed, AIMS HS cannot be placed in Low tier via Criterion 2. The same analysis precludes High placement, as ELA and Math status levels are lower than the state.

AIMS College Prep High School is therefore classified as Middle Tier.



B. Legal Standard for Middle Tier Renewal

As a Middle Tier school, AIMS HS is governed by EC 47607.2(b)(3), which provides that the authorizer "may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings," that:

Finding 1: The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school.

Finding 2: Closure of the charter school is in the best interest of pupils.

Finding 3: The decision provided greater weight to performance on measurements of academic performance (if applicable pursuant to paragraph (2)).

All three elements appear within EC 47607.2(b)(3) as conjunctive requirements. The first two are mandatory; the third applies when the authorizer's consideration under (b)(2) involved weighing academic performance against other factors. Under the Middle Tier standard, denial requires the authorizer to make written findings addressing each statutory factor. Accordingly, the relevant question is not whether every indicator is strong, but whether the full record supports renewal under the Middle Tier standard.

C. "Meet" vs. "Make Progress": The High School Problem

The statutory language of Finding 1 requires the authorizer to evaluate whether the school has failed to "meet or make sufficient progress toward" standards. In practice, these are understood as two distinct tests. "Meet" refers to the school's current performance level: where students stand on state assessments at a point in time, as measured by Distance from Standard and proficiency rates. "Make progress" refers to growth: whether students are making academic gains over time.

This distinction is critical for high schools. California's CAASPP student growth model applies only to grades 4-8; Grade 11 students do not receive individual growth scores because there is no prior-year high

school CAASPP score for comparison. The Dashboard does provide a cohort-based Change measure for Grade 11 (comparing this year's tested students to last year's), but this reflects shifts in cohort composition as much as instructional effect and is not a measure of individual student growth. For a high school like AIMS HS, "make sufficient progress" is therefore more fully assessed through measures that capture cumulative outcomes: English Learner Progress Indicator trajectory, College/Career Indicator trajectory, A-G completion rates, cohort tracking, and postsecondary outcomes.

Because the growth model does not apply to the school's tested grade, Dashboard ELA and Math status alone (which are point-in-time snapshots) do not fully address whether the school is "making sufficient progress." The "make progress" test requires growth evidence, and AIMS HS presents that evidence through the measures documented in Section IV.

D. Relevant OUSD Renewal Context

In the 2025-26 renewal cycle, OUSD evaluated six charter school renewal petitions (five decided as of this writing; Oakland Charter Academy pending):

School	Tier	Board Decision
Latitude 37.8 HS	Middle	Approved
Aspire College Academy	Middle	Approved
Lodestar (Lighthouse)	Middle	Approved
Aspire Golden State Prep	Middle	Denied
BayTech	Low	Denied by OUSD; Approved on ACOE Appeal

Source: OUSD Office of Charter Schools, 2025-26 Renewal Cycle

Three of four Middle Tier schools were approved. The one Middle Tier denial, Aspire Golden State Prep, had multiple Red indicators and was identified for Differentiated Assistance. AIMS has neither.

E. How This Narrative Is Organized

This narrative presents evidence addressing each of the three findings required for denial under EC 47607.2(b). We respectfully submit that the record does not support any of the three findings. AIMS College Prep High School is meeting or making sufficient progress toward standards; closure would not serve the best interests of our students, who would be sent to schools that perform worse on nearly every measure; and academic performance, when properly weighted to include growth, college/career readiness, and English Learner progress, supports renewal.

School Profile and Population Context

A. Mission and Program Model

AIMS College Prep High School is a small, college-preparatory charter school serving 386 students on Census Day (393 cumulative enrollment) in grades 9-12 in Oakland, California. The school operates under the AIMS K-12 College Prep Charter District, an independent nonprofit that also operates AIMS College Prep Middle School (grades 6-8) and AIMS College Prep K-8. The school's educational program is organized around a framework emphasizing standards-based instruction, data-driven differentiation, and a restorative school culture.

The program model that produces AIMS's outcomes is built on five structural commitments:

Universal College-Preparatory Pathway. Every student completes A-G requirements as a condition of graduation. Every student's four-year course schedule is pre-planned from 9th grade entry. Academic counselors maintain individual Student Academic Plans for every student and conduct annual individual meetings (weekly or biweekly for at-risk students). This is a structural guarantee: A-G completion is required for graduation, and 100% of graduates have completed A-G in both of the two most recent graduating classes, across every reportable subgroup.

Broad AP Access and Postsecondary Preparation. AP courses are available to all students beginning in 9th grade, with strong encouragement for broad participation rather than selective enrollment. The school administered 803 AP exams across 11 subjects in 2024-25 and pays 100% of AP and SAT/PSAT exam fees for all students, removing financial barriers to college readiness testing. Beginning 2026-27, honors course options are being added alongside AP to expand rigorous pathways. Graduation requires acceptance to a four-year college or university. The school maintains a college-access partnership with Sonoma State University that provides eligible AIMS students a defined admissions pathway, a Genesis Works internship program matching 11th graders with internships at companies including Salesforce, and community college transfer support through the TAG program. Through AIMS U, students pursue concurrent enrollment with Peralta Colleges beginning sophomore year, earning 18-24 UC/CSU transferable credits. A new 8-period block schedule for 2026-27 accommodates concurrent enrollment, electives, and an SEL/advising course.

Integrated English Learner Program. English Learner students are integrated into all mainstream classes with EL-authorized teachers. Designated ELD instruction is provided through separate class periods for non-fluent students, with limited 30-minute pullout for emerging ELs that does not interfere with core instruction. The school implements GLAD (Guided Language Acquisition Design) strategies schoolwide, uses National Geographic Lift curriculum for ELD, and provides 24/7 on-demand interpreting services in all languages. The results of this model are documented in Section IV: 76.7% ELPI (Blue), 79.5% LTEL progress with zero declining, and RFEP students who outperform English Only peers in both subjects.

Restorative School Culture. AIMS uses tiered interventions (teacher redirections, lunchtime detention, Saturday school, restorative conversations) before any exclusionary consequence. Restorative practices are facilitated by the assistant head of school and SEL counselor. The school maintains a cell phone policy (7:45-3:30, Yondr pouches) that supports a focused learning environment. The result: zero

suspensions across all 393 students in 2024-25 (Blue, 0.0%), with zero suspensions across every subgroup.

Small School Environment. At approximately 386 students, AIMS enables individual academic planning, relationship-based discipline, and personalized counselor caseloads. The school culture built on Eagles Values and the AIMSTRONG learner profile is a function of this intentional small-school design.

B. Student Demographics

AIMS HS serves a student population that differs substantially from both state and district averages in ways that directly affect standardized assessment outcomes.

Characteristic	AIMS HS	State of CA	OUSD District
Enrollment	386 (Census Day)	5.9M	~34,000
Grade 11 Tested	68 (2024-25)	433,459	–
African American	46.9%	~5.3%	~21%
Asian	25.1%	~9.4%	~12%
Hispanic/Latino	16.8%	~55.4%	~44%
White	3.6%	~21.5%	~10%
Socioeconomically Disadvantaged	64.5%	~58%	~73%
Current EL	17.9%	~17.7%	~29%
Ever-EL (EL + RFEP)	61.9%	–	–
LTEL (% of ELs)	62.3%	–	–
Students with Disabilities	~4.9%	~14.2%	~17.2%

Source: CDE DataQuest

Note: Enrollment figures in this narrative reflect different measurement methods. Census Day enrollment (386) is the state's official October snapshot count; cumulative enrollment (393) counts all students enrolled at any point during the year. All are official 2024-25 figures.

C. How Population Affects Performance Metrics

AIMS serves a population that is 46.9% African American, 64.5% socioeconomically disadvantaged, and 62% ever-EL. The combination of high African American enrollment (unusual statewide, where the

African American population is approximately 5%) and high ever-EL rates means that the school's Distance from Standard is structurally depressed relative to the statewide average.

Schools serving higher proportions of socioeconomically disadvantaged, English Learner, and students with disabilities populations produce structurally lower Distance from Standard scores. This is a well-documented measurement characteristic of the DFS metric. Comparing AIMS's -37.5 ELA DFS to the statewide -8.1 does not account for population composition. The proper comparison is to schools serving similar populations, or to state averages for the same student groups. When that comparison is made, AIMS's performance is at or above the relevant benchmarks (detailed in Section IV-D).

D. Enrollment Context

AIMS HS cumulative enrollment has declined from 450 in 2022-23 to 395 in 2023-24 to 393 in 2024-25, a trend consistent with broader enrollment patterns across Oakland. Despite this decline, the school remains at a sustainable enrollment size with stable class sizes across all four grade levels. Enrollment by grade in 2024-25: 9th grade (119), 10th grade (111), 11th grade (73), 12th grade (83).

1. Academic Progress

The statutory question for Finding 1 is whether AIMS HS has "failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school" (EC 47607.2(b)(3)). The evidence demonstrates that AIMS is making sufficient progress across multiple measures. The evidence weighs against a Finding 1 denial determination.

Because California's CAASPP growth model does not apply to high schools (Section II-C), this section presents growth through the measures that do capture cumulative academic progress: CCI trajectory, ELPI trajectory, LTEL progress, RFEP performance, A-G completion, postsecondary outcomes, and IAB leading indicators. Sections IV-A through IV-G present this evidence in order of strength.

A methodological note applies throughout this section: at the cohort sizes tested at AIMS HS (68 students on the 2024-25 CAASPP, 60 matched ELs on the ELPI, 82-93 graduates in the CCI cohort, and subgroups as small as 14-16 students), individual student outcomes materially affect aggregate metrics. This caveat applies equally to both favorable and unfavorable indicators. The school presents all data transparently and invites the Board to consider the full pattern across indicators rather than any single small-N result.

A. Growth and Trajectory Evidence

CCI Trajectory: 52.2% to 88.2% Prepared Over Two Dashboard Reporting Years

The College/Career Indicator measures the percentage of graduating students who are college or career "Prepared" through pathways including A-G completion, AP exam passage (3+), ELPAC Level 4 attainment, CTE pathway completion, and other measures. CCI is the single most comprehensive postsecondary-readiness metric on the Dashboard.

AIMS HS reached 88.2% Prepared on the 2025 Dashboard (Green, Very High). AIMS's 88.2% CCI rate ranks fourth among all 30 Oakland high schools with reportable CCI data, behind ARISE High School

(96.0%), Oakland Charter High School (92.5%), and East Bay Innovation Academy (92.2%), and highest among the eight comparison schools students would most likely attend upon closure.

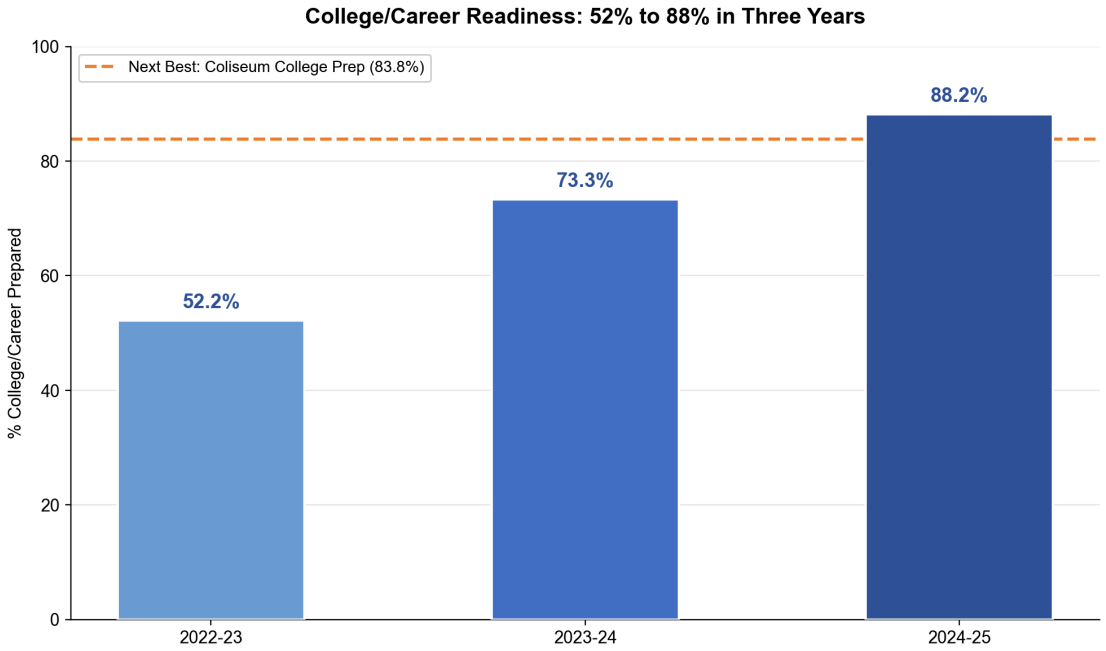
Every reportable subgroup achieved Very High (Level 5) status on CCI in 2025:

Subgroup	% Prepared (2025)	Status Level
All Students	88.2%	5 (Very High)
African American	90.0%	5
Asian	89.3%	5
Hispanic/Latino	87.5%	5
English Learners	77.4%	5
SED	88.2%	5
Long-Term EL	80.0%	5

Source: CDE CA School Dashboard

These are the same student groups that show the weakest CAASPP scores, yet on the comprehensive college-readiness measure, every one exceeds Very High status: Hispanic/Latino at 87.5% Prepared, English Learners at 77.4%, and Long-Term English Learners at 80.0%.

In the 2025-26 OUSD renewal cycle, OCS weighted CCI heavily for high schools. Both Latitude and BayTech had their CCI cited favorably as a counterweight to weak academic status indicators. AIMS's CCI is stronger than both.



ELPI: 76.7% (Blue), Leading Oakland and the State

AIMS HS reached 76.7% on the English Learner Progress Indicator in 2024-25 (Blue, Very High), exceeding every prior year and the statewide rate (46.4%) by 30.3 percentage points. This represents a recovery from 21.4% (Red) in 2023-24, a +55.3 percentage point year-over-year gain. Of 60 EL students, 44 (73.3%) progressed at least one ELPAC performance level, 2 (3.3%) maintained the highest level (PL4), 11 (18.3%) maintained their current level, only 1 (1.7%) declined, and 2 (3.3%) did not complete the full assessment.

AIMS leads every Oakland high school by a wide margin. The next closest accountability-eligible school is Life Academy at 53.3% (Green), 23.4 percentage points behind. AIMS exceeds the statewide ELPI rate (46.4%) by 30.3 percentage points.

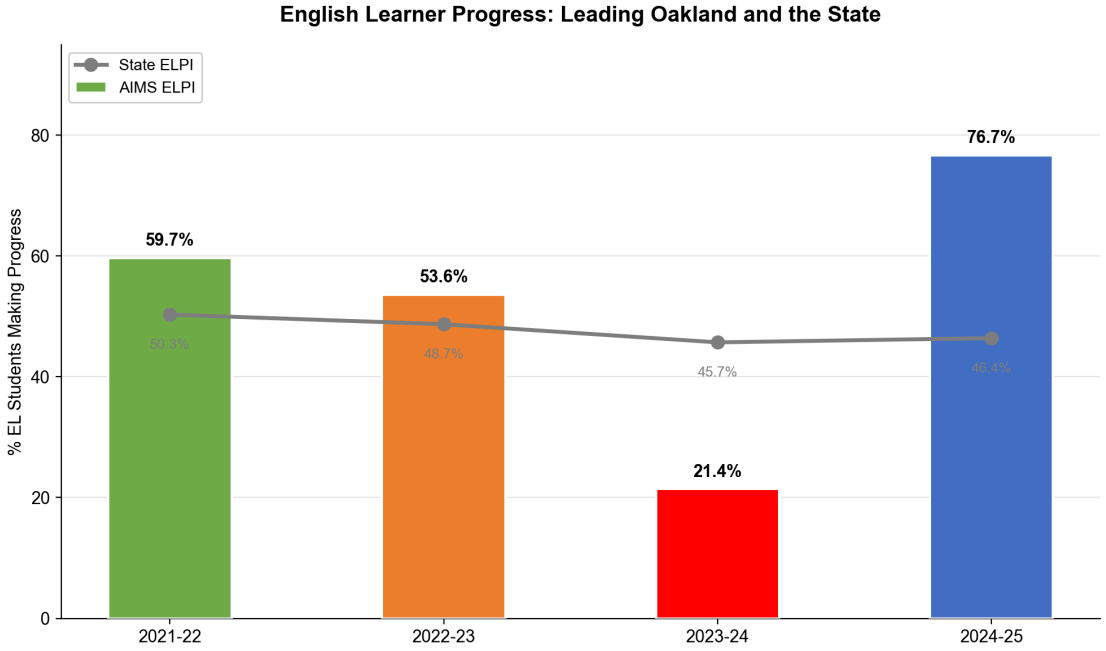
School	ELPI Rate (2025)	Color	Gap vs. AIMS
AIMS College Prep HS	**76.7%**	**Blue**	–
Life Academy	53.3%	Green	-23.4 pp
Coliseum College Prep	44.0%	Yellow	-32.7 pp
Fremont HS	43.2%	Yellow	-33.5 pp
Skyline HS	42.9%	Yellow	-33.8 pp
Oakland HS	37.2%	Yellow	-39.5 pp

School	ELPI Rate (2025)	Color	Gap vs. AIMS
Oakland Technical HS	34.0%	Orange	-42.7 pp
Castlemont HS	27.9%	Red	-48.8 pp
McClymonds HS	27.3%	No Color	-49.4 pp

Source: CDE CA School Dashboard

The ELPI is a direct measure of academic progress. It captures year-over-year movement on ELPAC performance levels for the school's second-largest student population. Sixty-two percent of AIMS students have EL history, making English Learner progress a central indicator of overall school effectiveness.

The 2023-24 trough (21.4%, Red) represents the school's lowest ELPI performance on record. The AIMS LCAP (pp. 21-22) attributes this to a large-group testing protocol that proved disruptive; the school returned to small-group administration (a maximum of 12 students per session) in 2024-25. The immediate recovery to 76.7% suggests the trough was anomalous, not indicative of a programmatic failure. This interpretation is further supported by the longer-term ELPI trend: 59.7% (2021-22), 53.6% (2022-23), 21.4% (2023-24), 76.7% (2024-25). The 2024-25 result exceeds all prior years and represents a genuine step-change in EL program effectiveness.



LTEL Progress: 79.5% Making Progress, Zero Declining

Among Long-Term English Learners (students classified as EL for 6 or more years), 79.5% made progress on the ELPI in 2024-25 (75.0% progressed at least one ELPAC level, 4.5% maintained the

highest performance level), with zero students declining. This represents a +65.6 percentage point swing from the prior year's 13.9%. Of 44 LTEL students assessed, 33 (75.0%) progressed at least one ELPAC level, 2 (4.5%) maintained the highest level, 9 (20.5%) maintained their current level, and none declined.

AIMS's LTEL ELPI of 79.5% exceeds the statewide LTEL rate (49.1%) by 30.4 percentage points. LTELs constitute 62.3% of AIMS's current EL population, meaning the school is achieving exceptional results with the hardest-to-serve EL cohort.

Beginning in 2026, reclassification will count toward ELPI for LTELs only, increasing the weight of LTEL outcomes in the Dashboard. AIMS's LTEL results position the school favorably for this evolving methodology.

RFEP Students Outperform English Only Peers

Reclassified Fluent English Proficient (RFEP) students at AIMS HS outperform English Only (EO) students on CAASPP in both subjects:

Student Group	ELA % Met/Exceeded	Math % Met/Exceeded
RFEP	60.5% (N=43)	50.0% (N=42)
English Only	47.6% (N=21)	25.0% (N=20)
All Students	45.9% (N=85)	37.8% (N=83)

Source: CAASPP Research Files, 2023-24

RFEP students outperform English Only peers in both ELA and Math on CAASPP. This demonstrates that AIMS's reclassification process is rigorous: students who exit EL status are genuinely prepared academically, not prematurely reclassified. RFEP students are not only keeping up with their English-proficient peers; they are outperforming them.

This finding addresses a potential concern about the ELPI data. A school could show high ELPI rates through premature or mechanical reclassification that does not translate into academic performance. The RFEP outperformance data refutes that concern directly. When AIMS reclassifies an English Learner, that student goes on to exceed the academic performance of students who never had a language barrier.

B. College and Career Readiness

100% A-G Completion: All Graduates, All Subgroups, Two Consecutive Years

AIMS HS requires A-G completion as a condition of graduation. The result: 100% of graduates completed A-G requirements in both 2022-23 (88/88) and 2023-24 (82/82), across every reportable subgroup: African American, Asian, Hispanic/Latino, SED, and English Learner students. Even in 2021-22, the rate was 99.2% (117/118). Source: CDE ACGR Data Files

AIMS is one of only five Oakland high schools where every graduate completed A-G requirements in 2023-24, and the only one with a graduation rate above 95%. The comparison:

School	A-G Rate (2023-24 graduates)
AIMS College Prep HS	**100.0%**
Life Academy	98.3%
Coliseum College Prep	86.2%
Oakland Technical HS	76.4%
Skyline HS	70.9%
McClymonds HS	70.7%
Fremont HS	59.7%
Oakland HS	59.2%
Castlemont HS	40.6%

Source: CDE ACGR Data Files

A-G completion is the primary pathway to CCI "Prepared" status. It is the foundational metric of AIMS's college-prep mission. Achieving 100% across all subgroups for two consecutive years demonstrates that the educational program delivers its core promise uniformly, regardless of student demographics.

CCI: 88.2% Prepared, Fourth in Oakland

The CCI pathway breakdown shows A-G completion is the dominant pathway (100% of prepared students completed A-G), supplemented by AP exam passage (25 students, 26.9% of cohort scored 3+ on at least one AP exam) and ELPAC Level 4 attainment (25 students, 26.9%).

AIMS is also the only school in the comparison set to earn Golden State Seal Merit Diplomas: 43 students (52.4% of 2023-24 graduates) received this distinction. No other school in the comparison set had any recipients.

The contrast between AIMS's strong CCI and A-G results and its declining CAASPP proficiency rates warrants direct acknowledgment. CAASPP is a single point-in-time assessment administered in April of grade 11; A-G completion and CCI reflect cumulative coursework, teacher-evaluated mastery, and multiple assessments across a student's full four-year high school experience. These metrics measure different constructs, and the CCI 'Prepared' designation is itself a CDE-defined standard representing the state's own definition of college and career readiness.

The school does not treat CCI as a substitute for CAASPP proficiency. The Performance Improvement Plan's emphasis on standards-based grading in mathematics, aligned to CAASPP assessment blueprints, is specifically designed to ensure that course-level assessments better reflect the proficiency standards measured by CAASPP, closing the gap between what students demonstrate in coursework and what they demonstrate on the state assessment.

AP Program: Universal Access, 800+ Exams Annually, Improving Outcomes

The AP program described in Section III-A has shown improving outcomes over five years.

Five-year exam volume and pass rates:

Year	Total Exams	Score 3+	Pass Rate	Subjects
2021	1,218	129	10.6%	17
2022	1,147	156	13.6%	17
2023	597	124	20.8%	12
2024	778	156	20.1%	12
2025	803	155	19.3%	11

Source: College Board AP School Five Year Score Summary 2025

Note: The decline in total exam volume from 1,218 (2021) to 803 (2025) reflects schoolwide enrollment reduction over this period (cumulative enrollment declined from 450 in 2022-23 to 393 in 2024-25, with earlier years higher still) and consolidation from 17 to 11 AP subjects to maintain viable class sizes. Per-subject exam volume returned to approximately 72-73 exams per subject by 2025, confirming sustained per-student participation intensity.

The pass rate nearly doubled from 10.6% (2021) to approximately 20% (2023-2025). Individual subjects show strong improvement trajectories: Human Geography (mean score 1.50 to 2.41), US Government (1.22 to 2.15), US History (1.18 to 1.96). In 2025, 25 students (26.9% of the graduating cohort) scored 3+ on at least one AP exam, qualifying as “Prepared” through the AP pathway on the CCI.

The overall pass rate of approximately 20% is acknowledged as an area for continued growth (see Section VII). However, the AP program must be evaluated in context: AIMS encourages all students to take AP courses and does not restrict enrollment to high-performing students, unlike selective AP programs at other schools. A 20% pass rate in a program where all students participate is not directly comparable to higher pass rates at schools that restrict AP enrollment to top performers. The relevant measure is course access and improvement trajectory, both of which are strong.

AIMS’s AP participation model, in which all students are encouraged to enroll beginning in 9th grade and the school pays all exam fees, is broader and more systematic than traditional opt-in AP programs at the comparison schools. An AIMS student transferring to another Oakland high school would lose access to this breadth of rigorous coursework.

C. IAB Leading Indicators (Spring 2026)

Spring 2026 Interim Assessment Blocks show directionally positive results in specific content areas. In Geometry, the Congruence claim shows 58% Near Standard and 22% Above Standard, a strong leading indicator for the corresponding CAASPP claim. Several AP subjects show continued score improvement.

IABs have small sample sizes and are not SBAC-equivalent. They serve as triangulating evidence of where instructional improvement is occurring, not as standalone performance claims. The value for the renewal argument is to demonstrate that AIMS is actively monitoring student progress at granular content-area levels and adjusting instruction accordingly, a practice consistent with the school's cycle-of-inquiry framework.

The school is also pursuing 8th-to-11th grade matched-student CAASPP data through the California Education Research System (CERS) to provide a direct measure of individual student academic growth from middle school to high school, filling the gap left by the inapplicability of California's official growth model to high schools.

D. Academic Status in Context

Three-Year DFS Averages Beat State Averages

Three-year averages are the standard methodological approach for smoothing volatility in schools with small tested cohorts. AIMS tested between 68 and 91 students per year in the three-year period. At these sample sizes, a handful of students performing differently can swing the school's DFS by 20 or more points.

ELA Distance from Standard (3-Year Averages)

Group	2022-23	2023-24	2024-25	AIMS 3-Year Avg	State 3-Year Avg	vs. State
All Students	+39.9	-23.6	-37.5	**-7.1**	-11.6	**4.5 pts above state**
African American	+9.4	-16.2	-49.6	**-18.8**	-56.6	**37.8 pts above state**
Asian	+102.9	-1.2	+33.4	**+45.0**	+61.5	16.5 pts below state
Hispanic/ Latino	-14.8	-86.1	-102.6	**-67.8**	-37.7	30.1 pts below state
SED	+46.7	-16.6	-47.2	**-5.7**	-39.6	**33.9 pts above state**

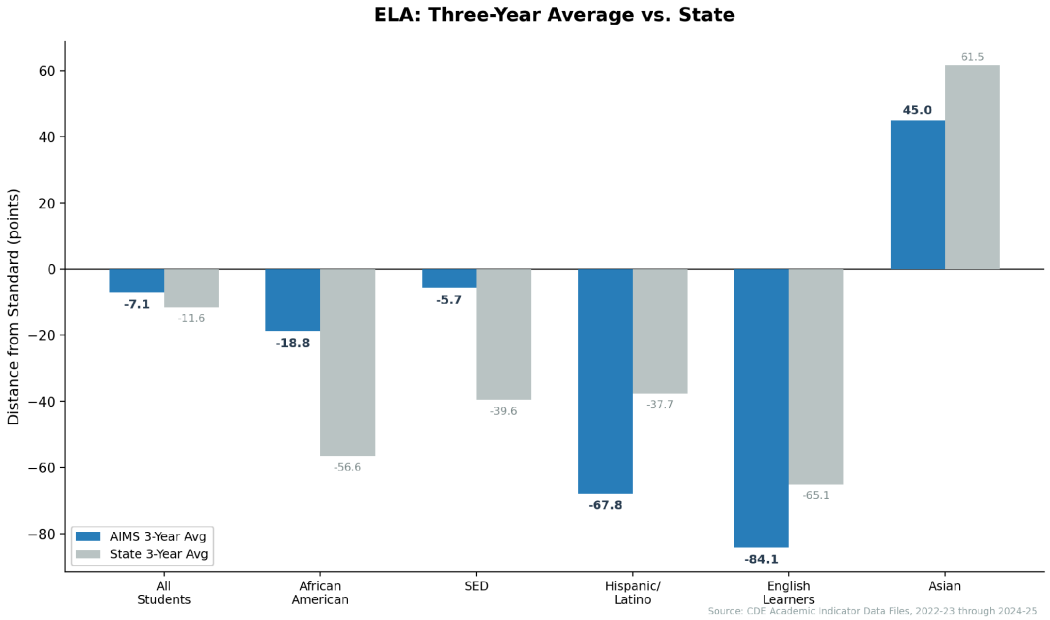
Group	2022-23	2023-24	2024-25	AIMS 3-Year Avg	State 3-Year Avg	vs. State
English Learners	-60.4	-93.1	-98.9	**-84.1**	-65.1	19.0 pts below state

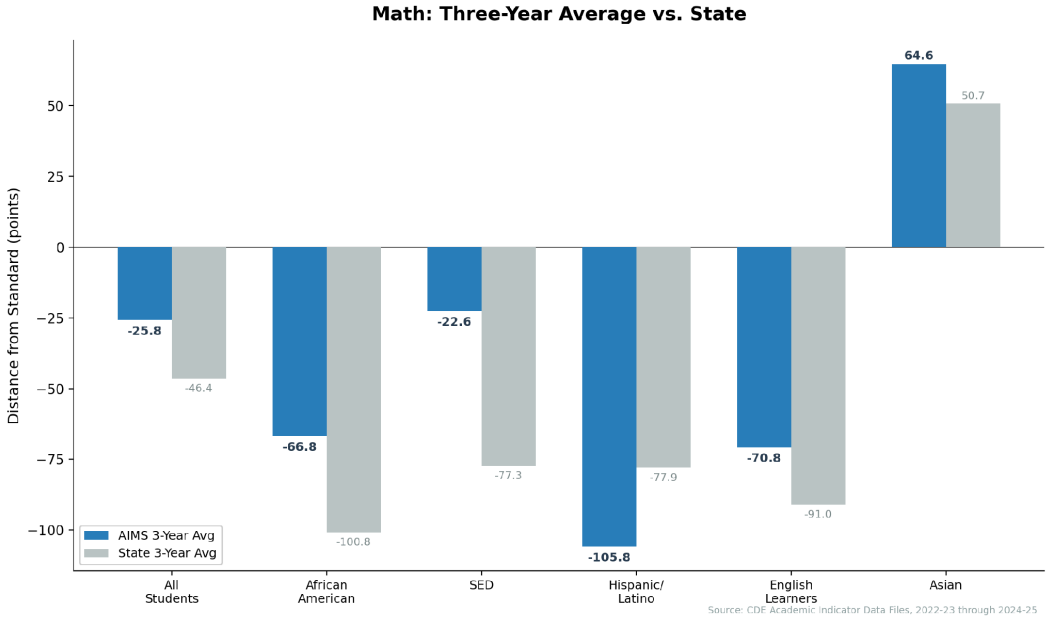
Math Distance from Standard (3-Year Averages)

Group	2022-23	2023-24	2024-25	AIMS 3-Year Avg	State 3-Year Avg	vs. State
All Students	+17.4	-31.0	-63.9	**-25.8**	-46.4	**20.6 pts above state**
African American	-30.7	-57.6	-112.1	**-66.8**	-100.8	**34.0 pts above state**
Asian	+103.0	+52.3	+38.6	**+64.6**	+50.7	13.9 pts above state
Hispanic/ Latino	-75.6	-130.5	-111.4	**-105.8**	-77.9	27.9 pts below state
SED	+23.5	-21.0	-70.4	**-22.6**	-77.3	**54.7 pts above state**
English Learners	-40.9	-44.1	-127.5	**-70.8**	-91.0	**20.2 pts above state**

Note: Both AIMS and state figures in the "vs. State" column are three-year averages (2022-23, 2023-24, 2024-25), providing a methodologically parallel comparison. State three-year averages were computed from CDE Academic Indicator Data Files for all three years. AIMS figures represent three-year averages.

Source: CDE Academic Indicator Data Files, 2022-23 through 2024-25





In the most recent single year (2024-25), several subgroups fall in the Very Low performance band. African American students' ELA DFS of -49.6 and Math DFS of -112.1, and socioeconomically disadvantaged students' ELA DFS of -47.2 and Math DFS of -70.4, reflect significant distance from standard. Hispanic/Latino students show the widest gaps: ELA DFS of -102.6 and Math DFS of -111.4. English Learner Math DFS of -127.5 represents the lowest single-year score of any subgroup. These single-year figures are not dismissed. They reflect the cumulative impact of the staffing, coaching, and assessment disruptions described in Section VII. (Note: subgroups with fewer than 30 students do not receive official Dashboard color assignments per CDE methodology, though their DFS scores are reported.)

The three-year averages, however, change the picture significantly:

- **ELA All Students:** Single-year DFS of -37.5 (29.4 points below state) becomes a three-year average of -7.1 (4.5 points above the state three-year average of -11.6).
- **Math All Students:** Single-year DFS of -63.9 (21.5 points below state) becomes a three-year average of -25.8 (20.6 points above the state three-year average of -46.4).
- **Math SED:** Single-year DFS of -70.4 becomes a three-year average of -22.6 (54.7 points above the state SED three-year average of -77.3).
- **ELA African American:** Single-year DFS of -49.6 becomes a three-year average of -18.8 (37.8 points above the state AA three-year average of -56.6).

On a three-year average basis, AIMS All Students outperform the statewide three-year average in both ELA and Math. African American students at AIMS outperform the statewide African American three-year average by 34-38 points in both subjects. SED students at AIMS outperform the statewide SED three-year average by 34-55 points.

The school recognizes that the three-year average is directionally declining and that the 2022-23 result was the school's strongest single year. The structural reforms detailed in Section VII, including the eight-period block schedule, Springboard ELA curriculum adoption, and standards-based grading in mathematics, are designed to reverse this trajectory. The school welcomes monitoring benchmarks tied to the three-year average as a condition of renewal.

Acknowledging the CAASPP Status Decline

CAASPP status scores have declined across the three-year period for all reported subgroups in both ELA and Math. This is a real trend, not a single-year anomaly:

- **ELA All Students:** +39.9 (2022-23) to -23.6 (2023-24) to -37.5 (2024-25)
- **Math All Students:** +17.4 (2022-23) to -31.0 (2023-24) to -63.9 (2024-25)

Source: CDE Academic Indicator Data Files, 2022-23 through 2024-25

AIMS does not dismiss this trajectory. The school's Performance Improvement Plan identifies five root causes and a structured response:

1. **Inconsistent evidence-based writing across content areas.** Four departments teach claim-evidence-reasoning using four different vocabularies. Students encounter each framework in isolation rather than building cumulative proficiency. Assessment data confirms that reasoning articulation, not content knowledge, is the binding constraint: AP Statistics shows 58% of students scored below 50% on justification items while performing adequately on calculation.
2. **Uneven instructional supports for Multilingual Learners.** GLAD (Guided Language Acquisition Design) adoption reached 72% through Cycle of Inquiry work, but saturation is incomplete. One ELD teacher serves all grades 9-12, creating a capacity bottleneck. During

2024-25, long-term substitutes in EL-heavy classes could not deliver designated ELD instruction, directly contributing to the EL Math DFS collapse from -40.9 (2022-23) to -44.1 (2023-24) to -127.5 (2024-25), an 86.6-point total decline over three years. Where GLAD has been implemented with fidelity, it works: the ELPI jumped from 21.4% to 76.7% (Blue). The issue is coverage, not efficacy.

3. **Loss of instructional coaching capacity.** The instructional coach passed away midyear 2024-25, disrupting coaching cycles, classroom observations, and professional development continuity. The position was not replaced in time. Teacher credentialing and vacancy challenges are detailed in Section VII-G.

4. **Cycles of Inquiry implementation variability.** The school's COI framework is the primary mechanism for data-driven instructional improvement. Where cycles run at fidelity, practice changes are measurable: ELD Cycle 3 produced a documented increase in GLAD adoption from 41% to 72%. Where cycles do not run at fidelity, nothing moves. The framework is sound; what is missing is consistent facilitation and accountability.

5. **Intervention supports lack systematic activation.** Saturday School, tutoring, and break/summer classes are funded and operational, but student enrollment is teacher-nominated rather than data-triggered. The MTSS Director position is new, and the incumbent is still building systems. NWEA MAP completion stands at 75%, meaning one in four students lacks the diagnostic data needed for systematic tier placement.

These root causes are being addressed through the school's PIP, which is structured around four cross-cutting strategies executed through the existing Cycle of Inquiry framework: (1) a common schoolwide evidence-based writing and reasoning framework aligned across all four content areas; (2) integrated ELD strategies across all content areas, moving GLAD adoption from 72% to 100%; (3) COI fidelity enforcement with quarterly Exhibition of Learning; and (4) MTSS activation connecting NWEA MAP diagnostic data to published tier placement criteria. Enabling infrastructure includes restaffing the instructional coach position, filling three teacher vacancies, and advancing the credentialing pathway toward 80% by June 2027. Source: AIMS HS Performance Improvement Plan 2026-27

Of these four strategies, two have already produced measurable results. GLAD adoption grew from 0% at baseline to 72% through dedicated Cycle of Inquiry work, directly correlating with the ELPI's rise from 21.4% to 76.7% (Blue). The National Geographic Lift curriculum, adopted in 2024, supported this gain. COI Cycle 3 produced a documented GLAD adoption increase from 41% to 72%, demonstrating that the improvement methodology works when executed with fidelity. The remaining two strategies, the common writing framework and MTSS activation, extend the same Cycle of Inquiry methodology to new domains and are planned for implementation beginning 2026-27.

The critical context is this: while CAASPP status scores have declined, multiple growth-oriented measures tell a different story. CCI rose from 52.2% to 88.2%. ELPI rose from 21.4% to 76.7%. 100% A-G completion was maintained across both most recent years. Postsecondary enrollment reached 69-73% with strong equity outcomes. The contrast between declining status scores and improving outcome measures is consistent with the recognition that status and growth measure different things, and

that for the statutory question of whether a school is "making sufficient progress," growth is the more appropriate measure.

OUSD District-Level Comparison

OCS staff reports consistently benchmark charter school performance against OUSD district averages. On every reported indicator, AIMS outperforms the OUSD district:

AIMS vs. OUSD District: All Indicators (2024-25)

Indicator	AIMS HS	OUSD District	AIMS Advantage
ELA DFS (All Students)	-37.5	-50.1	+12.6 pts above district
Math DFS (All Students)	-63.9	-78.7	+14.8 pts above district
CCI (% Prepared)	88.2%	43.4%	+44.8 pp above district
ELPI (% Progressing)	76.7%	40.3%	+36.4 pp above district
Suspension Rate	0.0%	4.1%	4.1 pp lower (zero)
Chronic Absenteeism	16.7%	27.9%	11.2 pp lower

Source: CDE CA School Dashboard

AIMS's CCI of 88.2% is more than double the OUSD district rate (43.4%). AIMS's ELPI of 76.7% is 36.4 percentage points above the district rate (40.3%).

At the subgroup level, AIMS African American students outperform OUSD African American students in both ELA (-49.6 vs. -95.1, a 45.5-point advantage) and Math (-112.1 vs. -132.3, a 20.2-point advantage). SED students outperform the OUSD SED average by 29.6 points in ELA (-47.2 vs. -76.8) and 35.7 points in Math (-70.4 vs. -106.1). Source: CDE CA School Dashboard

OUSD District ELA and Math DFS: Three-Year Trend

Year	OUSD ELA DFS	OUSD Math DFS
2022-23	-63.6	-93.8
2023-24	-54.8	-85.0
2024-25	-50.1	-78.7

Year	OUSD ELA DFS	OUSD Math DFS
3-Year Average	**-56.2**	**-85.8**

AIMS's three-year averages (ELA -7.1, Math -25.8) exceed the OUSD three-year averages (ELA -56.2, Math -85.8) by 49.1 points in ELA and 60.0 points in Math. Source: CDE CA School Dashboard, 2022-23 through 2024-25

Even at AIMS's lowest single-year point (-37.5 ELA, -63.9 Math), AIMS outperforms the OUSD district average by 12.6 and 14.8 points respectively. The district has shown improvement in both 2023-24 and 2024-25, but from a substantially lower baseline: OUSD's three-year ELA average is -56.2 versus AIMS's -7.1.

Grade 11 Proficiency Rates

AIMS HS Grade 11 proficiency rates in 2024-25 were 38.24% in ELA and 26.87% in Math. In Math, AIMS's 26.87% is 3.62 percentage points below the statewide Grade 11 average of 30.49%, a narrow gap. In prior years, AIMS substantially outperformed the state: in 2022-23, Math proficiency was 58.24% (30.89 points above state) and ELA proficiency was 67.03% (11.62 points above state).

E. English Learner Progress

The English Learner evidence is presented in full in Section IV-A: ELPI trajectory from 21.4% to 76.7% (Red to Blue), LTEL progress at 79.5% with zero declining, and RFEP outperformance of English Only peers in both subjects. Remaining EL challenges are addressed transparently in Section VII-C.

F. Graduation and Postsecondary

Graduation Rate: 89.2% Orange Reflects CALPADS Certification and Exit-Coding Issues

The 2025 Dashboard reports an 89.2% graduation rate (Orange), down from 96.5% (Blue) in 2024. The school's review of CALPADS Report 15.2 indicates that the decline was materially affected by exit-code, SSID-matching, and pre-certification review issues rather than a broad change in graduation outcomes.

The cohort: CALPADS Report 15.2 for the Class of 2025 shows 98 total students, 6 removed from cohort (verified out-of-state or emigrated), leaving an adjusted cohort of 92. Of those 92: 82 graduated with a diploma, 7 were classified as "Dropout," and 3 were classified as "Still Enrolled" (5th-year seniors). The graduation rate of 82/92 = 89.1% is consistent with the Dashboard's 89.2% (the Dashboard file shows 83/93, a one-student difference in both numerator and denominator likely due to snapshot timing).

Of the 7 students classified as "Dropout," 5 were transfers whose paperwork failed:

- **5 students** exited with T160 codes (California public school transfer). CALPADS auto-matches T160 exits via Student State ID to verify enrollment at the receiving school. For these 5, the SSID match failed, and they defaulted to "dropout" status. One student (Student A) told the school she

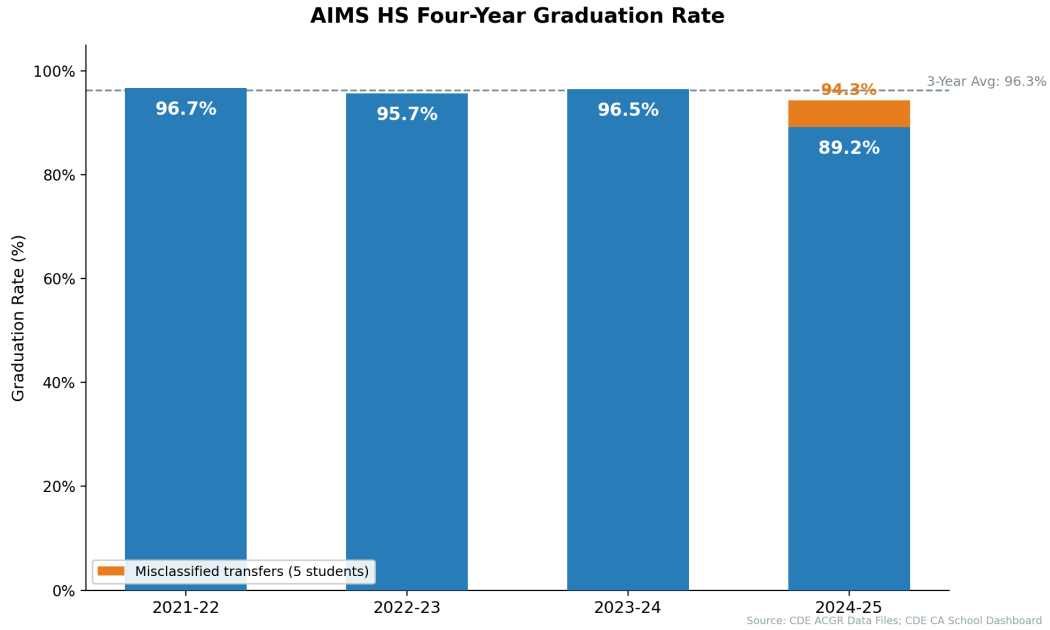
was transferring to San Lorenzo High School. Another (Student B) had been retained three times before leaving. These were real transfers misclassified by an automated matching failure.

- **1 student (Student C)** appears as "Dropout" in CALPADS but "Still Attending" in PowerSchool, an active discrepancy between the state reporting system and the school's student information system.
- **1 student (Student D)** exited mid-year and was not coded as a transfer.
- **2 of the 7 (Students E and F)** do not appear in the registrar's internal tracking spreadsheet at all, indicating a gap in the school's own record-keeping for these students.

Why this happened: No one at AIMS reviewed CALPADS Report 15.2 before end-of-year certification. Report 15.2 shows exactly how CDE will count each student in the graduation cohort. Without pre-certification review, the SSID mismatches, the Student C/PowerSchool discrepancy, and the Students E and F tracking gap all went uncaught and became final in the Dashboard calculation.

Why it will not recur: AIMS has implemented a mandatory Report 15.2 review step before every future EOY certification. Registrar Mayra Contreras has already completed a proactive CALPADS audit of the Class of 2026 (current seniors), individually tracing 67 student exits: 60 confirmed enrolled at subsequent schools, 7 unidentifiable (out of country, out of state, or no CALPADS records). This level of pre-certification diligence did not exist for the Class of 2025.

The official Dashboard rate is 89.2%. Excluding the five students who exited with T160 transfer codes to other California public schools would yield an estimated graduation rate of approximately 94.3% (82 graduates out of an adjusted cohort of 87).



Three-year graduation rate context: The three ACGR years prior to this data error show rates of 96.7% (2021-22), 95.7% (2022-23), and 96.5% (2023-24), averaging 96.3%. The 89.2% is the first year the

school dropped below 95%, and the root cause is a process failure in data certification, not a change in student outcomes.

Postsecondary Outcomes

National Student Clearinghouse StudentTracker data for the Classes of 2024 and 2025 (delivered June 2, 2026) confirms strong postsecondary enrollment outcomes.

Immediate Fall Enrollment (enrolled in the fall immediately after HS graduation):

Metric	Class of 2024 (n=84)	Class of 2025 (n=82)
Total enrolled	58 (69.0%)	60 (73.2%)
4-year institution	44 (75.9% of enrolled)	39 (65.0% of enrolled)
2-year institution	14 (24.1% of enrolled)	21 (35.0% of enrolled)
In-state	57	58
Out-of-state	1	2

Any-time enrollment within the first year reaches 71.4% for the Class of 2024 (60/84) and 75.6% for the Class of 2025 (62/82). Within two years, the Class of 2024 reaches 73.8% (62/84).

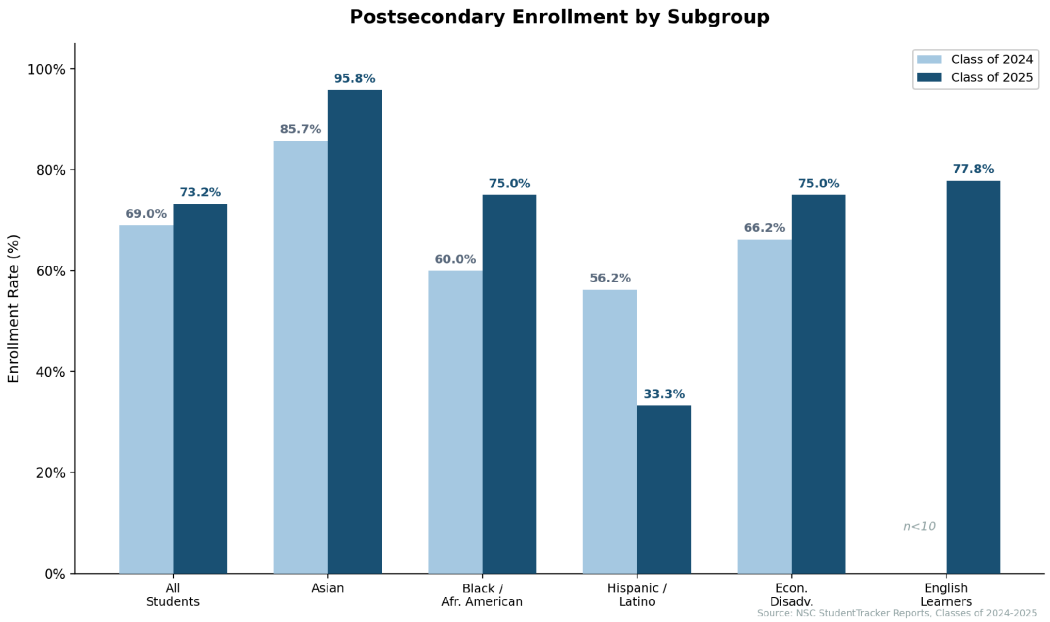
Equity Outcomes (Fall Immediate Enrollment):

Subgroup	Class of 2024	Class of 2025
Economically Disadvantaged	43/65 (66.2%)	42/56 (75.0%)
English Language Learners	Suppressed (n<10)	14/18 (77.8%)
Black or African American	15/25 (60.0%)	27/36 (75.0%)
Asian	30/35 (85.7%)	23/24 (95.8%)
Hispanic/Latino	9/16 (56.2%)	5/15 (33.3%)

The equity story is strong for most subgroups: Economically Disadvantaged enrollment rose from 66.2% to 75.0%, African American enrollment rose from 60.0% to 75.0%, and EL enrollment reached 77.8% in the Class of 2025 (Class of 2024 EL data was suppressed due to small cohort size, n<10). Asian enrollment is exceptionally high at 95.8%.

The one concerning gap is Hispanic/Latino postsecondary enrollment, which declined from 56.2% (9 of 16) to 33.3% (5 of 15) between the two classes; at these cohort sizes, 4 students account for the entire decline. This aligns with the broader Hispanic/Latino outcome challenges identified in the CAASPP data and chronic absenteeism patterns. The school is addressing this through bilingual outreach strategies and targeted retention interventions described in the Performance Improvement Plan.

Top receiving institutions include San Francisco State University, UC Irvine, UC Davis, UC Berkeley, UC Santa Cruz, Berkeley City College, and Laney College. The Class of 2025 shows a shift toward community colleges (35.0% of enrolled vs. 24.1% for 2024), consistent with the AIMS U concurrent enrollment pathway through Peralta Colleges.



Retention and degree completion data is not yet available for either class (too recent for longitudinal metrics). Class of 2026 data will be submitted to NSC after graduation.

Source: NSC StudentTracker Reports, Classes of 2024-2025

G. Finding 1 Conclusion

The evidence presented in this section demonstrates that AIMS HS is making sufficient progress toward standards across multiple measures:

1. **College/career readiness: 88.2% CCI (Green), fourth in Oakland, with every reportable subgroup at Very High status.**
2. **English Learner progress:** 76.7% ELPI (Blue), leading Oakland by 23+ points and the state by 30+ points. LTEL progress at 79.5% with zero declining.
3. **A-G completion:** 100% for two consecutive years, across all subgroups, one of only five Oakland high schools to achieve this, and the only one with a graduation rate above 95%.

4. **Three-year DFS averages:** Above state averages in both ELA and Math for All Students, African American, and SED subgroups.
5. **AP improvement:** Pass rate nearly doubled from 10.6% to ~20% with broad, non-selective participation.
6. **Reclassification quality:** RFEP students outperform English Only peers in both subjects.
7. **Postsecondary outcomes:** 69-73% college-going rate, 75.9% at four-year institutions (Class of 2024), with strong equity outcomes for Economically Disadvantaged (75.0%), EL (77.8%), and African American (75.0%) students.

On the measures that most directly capture academic progress, CCI trajectory, ELPI trajectory, LTEL progress, A-G completion, and postsecondary enrollment, AIMS HS is making sufficient progress. The multi-year DFS decline is a serious improvement priority, addressed through the school's Performance Improvement Plan. At the same time, three-year averages exceed state averages and the growth indicators are uniformly strong.

The evidence weighs against a Finding 1 denial determination.

2. Best Interest of Pupils

The statutory question for Finding 2 is whether "closure of the charter school is in the best interest of pupils" (EC 47607.2(b)(3)). This finding requires affirmative evidence that students would be better served at the schools they would otherwise attend.

The comparative data show that AIMS outperforms the Oakland high schools its students would attend on the majority of state indicators. Closure would send students to schools that are further from standard in Math, less college-ready, less safe, and more chronically absent.

A. Comparison to Receiving Schools: AIMS Outperforms on 89% of Indicator Comparisons

AIMS College Prep HS was compared against eight Oakland public high schools students would likely attend upon closure: Oakland Technical HS, Oakland HS, Skyline HS, Life Academy, Coliseum College Prep, Fremont HS, Castlemont HS, and McClymonds HS.

Composite Comparison: All Students, Schoolwide Indicators

Indicator	AIMS	Oak Tech	Oak HS	Skyline	Life Ac.	Coliseum	Fremont	Castle.	McCly.	Wins
ELA DFS	-37.5	Higher	Comparable	Higher	Lower	Higher	Higher	Higher	Higher	6/8
Math DFS	-63.9	Higher	Higher	Higher	Higher	Higher	Higher	Higher	Higher	**8/8**
Grad Rate	89.2%	Lower	Higher	Higher	Lower	Lower	Higher	Higher	Lower	4/8
CCI	88.2%	Higher	Higher	Higher	Higher	Higher	Higher	Higher	Higher	**8/8**
ELPI	76.7%	Higher	Higher	Higher	Higher	Higher	Higher	Higher	Higher	**8/8**

Indicator	AIMS	Oak Tech	Oak HS	Skyline	Life Ac.	Coliseum	Fremont	Castle.	McCly.	Wins
Susp. Rate	0.0%	Higher	Higher	Higher	Higher	Higher	Higher	Higher	Higher	**8/8**
Chronic Abs	16.7%	Higher	Higher	Higher	Higher	Higher	Higher	Higher	Higher	**8/8**
AIMS net	–	**6-1**	**6-0-1**	**7-0**	**5-2**	**6-1**	**7-0**	**7-0**	**6-1**	–

Higher = AIMS outperforms. Lower = receiving school outperforms. Comparable = equivalent (within reporting margin).

Source: CDE CA School Dashboard; CDE DataQuest

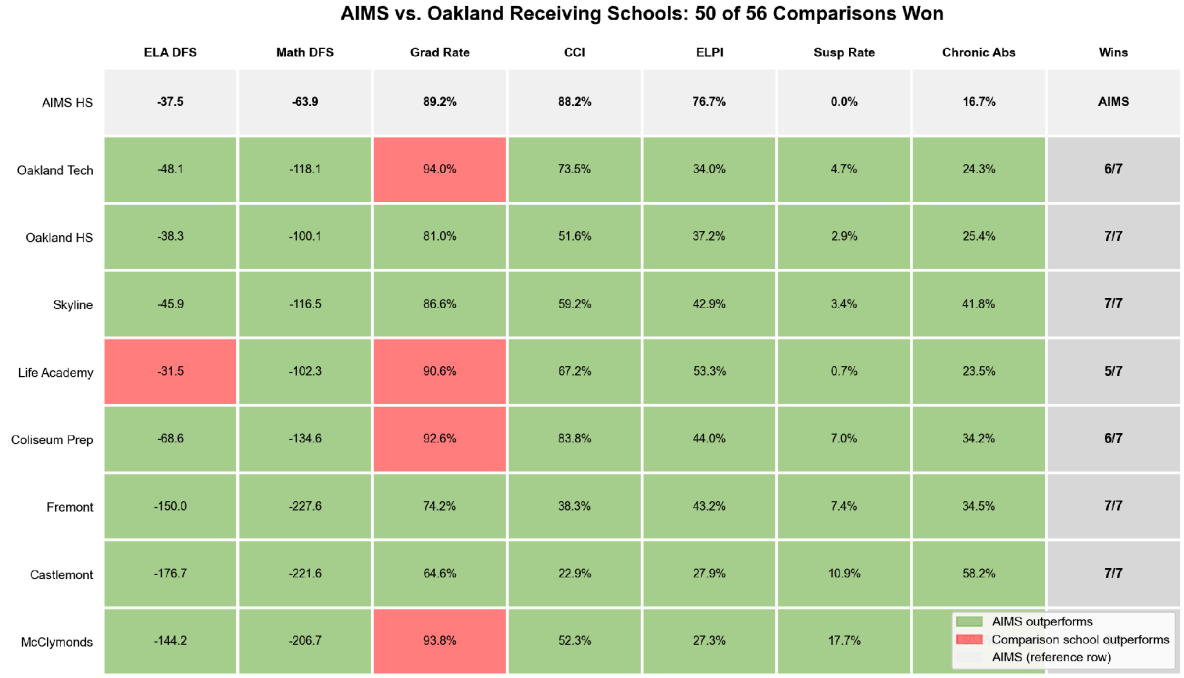
Net Score Summary:

Receiving School	AIMS Higher	AIMS Lower	Comparable	Net
Oakland Technical HS	6	1	0	+5
Oakland HS	6	0	1	+6
Skyline HS	7	0	0	+7
Life Academy	5	2	0	+3
Coliseum College Prep	6	1	0	+5
Fremont HS	7	0	0	+7
Castlemont HS	7	0	0	+7
McClymonds HS	6	1	0	+5

AIMS outperforms on 50 of 56 school-indicator comparisons (89.3%). AIMS is lower on only 5 comparisons (8.9%): four on graduation rate and one on ELA (vs. Life Academy). One comparison is comparable (ELA DFS vs. Oakland HS, within 0.8 points).

The four graduation rate comparisons where AIMS scores lower reflect the 2024-25 rate of 89.2% (Orange), which the school's CALPADS Report 15.2 analysis (Section IV-F) attributes to five transfer students misclassified as dropouts due to failed SSID matching. The school's three-year graduation rate prior to this data-quality issue averaged 96.3%, which would place AIMS above all eight comparison schools on this indicator.

On five of seven indicators, Math DFS, CCI, ELPI, Suspension Rate, and Chronic Absenteeism, AIMS outperforms every comparison school without exception.



B. Academic Achievement Comparison

Math: AIMS Outperforms All Eight Schools

School	Math DFS	Gap vs. AIMS (-63.9)
AIMS College Prep HS	**-63.9**	–
Oakland HS	-100.1	AIMS better by 36.2 pts
Life Academy	-102.3	AIMS better by 38.4 pts
Oakland Technical HS	-118.1	AIMS better by 54.2 pts
Skyline HS	-116.5	AIMS better by 52.6 pts
Coliseum College Prep	-134.6	AIMS better by 70.7 pts
McClymonds HS	-206.7	AIMS better by 142.8 pts
Castlemont HS	-221.6	AIMS better by 157.7 pts
Fremont HS	-227.6	AIMS better by 163.7 pts

Source: CDE CA School Dashboard

The Math advantage ranges from 36 points (vs. Oakland HS) to 164 points (vs. Fremont). Even accounting for demographic differences between schools, the gaps are too large to be explained by population composition alone.

ELA: AIMS Outperforms Six of Eight Schools

AIMS's ELA DFS of -37.5 outperforms Oakland Technical (-48.1), Skyline (-45.9), Coliseum (-68.6), Fremont (-150.0), Castlemont (-176.7), and McClymonds (-144.2). Oakland HS (-38.3) is essentially equivalent (0.8 points). Life Academy (-31.5) outperforms AIMS by 6.0 points, the only meaningful ELA advantage among comparison schools.

African American Student Comparison

AIMS's African American students outperform African American students at every comparison school in ELA:

School	AA ELA DFS	Gap vs. AIMS AA (-49.6)
AIMS College Prep HS	**-49.6**	–
Oakland HS	-85.4	AIMS better by 35.8 pts
Coliseum College Prep	-97.5	AIMS better by 47.9 pts
Skyline HS	-125.1	AIMS better by 75.5 pts
McClymonds HS	-128.4	AIMS better by 78.8 pts
Oakland Technical HS	-143.7	AIMS better by 94.1 pts
Castlemont HS	-163.6	AIMS better by 114.0 pts
Fremont HS	-189.4	AIMS better by 139.8 pts

Source: CDE CA School Dashboard

The margins are striking: 36 to 140 DFS points. For a school serving 46.9% African American students, this comparison is particularly relevant to the "best interest" question. An African American student at AIMS would, upon closure, attend a school where African American students score 36 to 140 points further from standard in ELA.

C. Climate and Safety Comparison

School	Suspension Rate	Chronic Absent Rate
AIMS College Prep HS	**0.0% (Blue)**	**16.7%**
Life Academy	0.7% (Blue)	23.5%

School	Suspension Rate	Chronic Absent Rate
Oakland HS	2.7% (Green)	25.4%
Skyline HS	3.4% (Green)	41.8%
Oakland Technical HS	4.7% (Orange)	24.3%
Coliseum College Prep	6.4% (Yellow)	34.2%
Fremont HS	7.4% (Yellow)	34.5%
Castlemont HS	10.9% (Red)	58.2%
McClymonds HS	17.7% (Red)	50.5%

Source: CDE Suspension Data; CDE DataQuest

AIMS has zero suspensions across all 393 students in 2024-25, the only school in the comparison set to achieve this. The school's suspension rate improved from 2.2% (Yellow) in 2022-23 to 0.0% (Blue) in 2024-25. Zero suspensions is true across every student subgroup: 0 for African American (182 enrolled), 0 for Hispanic/Latino (68), 0 for SWD (21), 0 for EL (71).

AIMS's chronic absenteeism rate of 16.7% (Source: CDE DataQuest, 2024-25; the 2025 Dashboard did not report chronic absenteeism for AIMS or several comparison schools) is the lowest among all nine schools (AIMS and the eight comparison schools). The gap to the next-closest school (Life Academy, 23.5%) is 6.8 percentage points, and the gap to the other comparison schools is substantial: five schools exceed 30% chronic absenteeism.

An AIMS student transferring to Castlemont or McClymonds would enter a school with suspension rates 11-18 percentage points higher and chronic absenteeism rates 34-42 percentage points higher.

D. Program Features Not Available at Receiving Schools

As described in Section III-A, AIMS offers structural program features that would not transfer with students upon closure. The features most relevant to the best-interest analysis are:

- **Universal A-G graduation requirement** with individualized four-year academic planning from 9th grade entry. No comparison school requires A-G completion for all graduates.
- **Broad AP access** beginning freshman year, with 800+ exams annually across 11 subjects, fully funded by the school. AIMS's AP participation model is broader and more systematic than traditional opt-in AP programs at comparison schools.
- **Concurrent enrollment** through AIMS U / Peralta Colleges, enabling students to earn 18-24 UC/CSU transferable credits beginning sophomore year.
- **College acceptance graduation requirement** with a defined Sonoma State admissions pathway, Genesis Works internships, and TAG transfer support.

- **Integrated EL program** producing 76.7% ELPI (Blue), with EL students in all mainstream classes with EL-authorized teachers. EL students at AIMS are progressing toward English proficiency at a rate 23 percentage points higher than the next-best comparison school.
- **Zero suspensions** through a restorative discipline model with tiered interventions, the only school in the comparison set to achieve this.
- **Small school environment (386 students)** enabling individualized counseling, relationship-based discipline, and personalized academic planning.

An AIMS student transferring to any of the eight comparison schools would lose access to this combination of program features. No receiving school offers this same combination of universal A-G completion, broad school-funded AP participation, concurrent enrollment, individualized college planning, EL integration, and zero suspensions.

E. Local Indicator Evidence

AIMS HS met all five Dashboard local indicator priorities in 2024-25:

Priority	Area	Status
1	Basic Services and Conditions	Met
2	Implementation of State Academic Standards	Met
3	Parent and Family Engagement	Met
6	School Climate	Met
7	Access to Broad Course of Study	Met

Source: CDE Dashboard Local Indicators

The Priority 2 (Standards Implementation) self-assessment shows ratings of 4-5 out of 5 across nearly all domains: ELA, ELD, Math, Science, Social Studies, Physical Education, and Performing Arts. The Priority 7 (Course Access) narrative describes AP access for all students beginning freshman year, full EL integration, SWD participation in general education no less than 90% of the time, and concurrent enrollment pathways.

Traditional OUSD schools do not report individual school-level local indicators; they report under the district-level self-assessment. This structural difference means direct school-to-school comparison on local indicators is not possible. However, AIMS's school-level "Met" on all five priorities demonstrates compliance and program quality at the individual school level, a higher standard of transparency than district-level reporting.

F. Student Perception and Climate Context

Student perception data from the California Healthy Kids Survey shows mixed results, with connectedness below 50% in all grades. OUSD district-wide CHKS data shows comparable rates. The school's responsive actions and the full perception analysis are detailed in Section VII-H.

G. Finding 2 Conclusion

Students at AIMS College Prep would, upon closure, attend schools that perform worse on five of seven state indicators. On Math achievement, college/career readiness, English Learner progress, suspension rate, and chronic absenteeism, AIMS outperforms every comparison school without exception. Across 56 school-indicator comparisons, AIMS outperforms on 50 (89.3%). AIMS's African American students outperform African American students at every comparison school in ELA by margins of 36 to 140 DFS points.

Beyond these academic measures, AIMS offers non-academic benefits that receiving schools cannot replicate: zero suspensions, a restorative discipline model, 800+ AP exams annually with broad non-selective access, 100% A-G completion, concurrent enrollment with Peralta Colleges, and a small-school environment with individual academic planning. These are programmatic features, not aspirational goals.

School closure research consistently documents short-term academic and social disruption for displaced students, and these effects are particularly pronounced when the receiving schools perform at lower levels (de la Torre & Gwynne, 2009; Carlson & Lavertu, 2016), as they do here.

The record does not support a finding that closure is in the best interest of pupils at AIMS College Prep High School.

3. Greater Weight to Academic Performance

California's charter renewal framework requires that the authorizer's decision provide greater weight to performance on measurements of academic performance (EC 47607.2(b)(3)). Under EC 47607(c)(3), academic performance indicators include the College/Career Indicator, English Learner Progress Indicator, CAASPP ELA, and CAASPP Math. The school's two strongest indicators, CCI (Green, Very High at 88.2%) and ELPI (Blue, Very High at 76.7%), are both academic measures under this statutory definition. A-G completion rates, which underlie the CCI calculation, are similarly academic in nature.

When academic performance receives greater weight as the statute requires, the record favors renewal. The academic indicators where AIMS meets the standard (CCI, ELPI, A-G completion, three-year DFS averages above state benchmarks) outnumber the academic indicators where the school is making progress toward the standard (single-year ELA and Math DFS). The most recent single-year ELA and Math DFS scores are Orange, reflecting a multi-year decline that the school is addressing through the Performance Improvement Plan detailed in Section VII.

This weighting is particularly relevant for high schools. As established in Section II-C, California's CAASPP student growth model does not apply to Grade 11; the state provides no individual growth scores for high school students. The 'make sufficient progress' test must therefore rely on trajectory

measures, and the two trajectory measures where AIMS shows the strongest gains, CCI and ELPI, are both academic indicators under the statute. OUSD's own practice confirms this interpretation: in the 2025-26 renewal cycle, OCS staff weighted CCI heavily for high schools, citing it favorably for both Latitude and BayTech as a counterweight to weak CAASPP status indicators. AIMS's CCI of 88.2% is stronger than both.

Non-academic indicators further support the case. AIMS recorded zero suspensions (Blue) and the lowest chronic absenteeism rate among all comparison schools. These indicators, while carrying less weight under the statutory framework, are consistent with the academic evidence and reinforce the conclusion that the full record, when academic performance is given the greatest weight, supports renewal.

Addressing Challenges Transparently

AIMS acknowledges areas requiring continued improvement. Each challenge below is addressed in the school's Performance Improvement Plan, which structures the response through four cross-cutting strategies executed via the existing Cycle of Inquiry framework.

A. CAASPP DFS Decline (Orange ELA and Math)

AIMS went from Blue in both ELA and Math in 2022-23 to Orange in 2024-25. ELA DFS dropped from +39.9 to -37.5; Math from +17.4 to -63.9. This is the school's most significant academic challenge. Source: CDE Academic Indicator Data Files, 2022-23 through 2024-25

Context is relevant but not sufficient. Cohort composition changes and the three-year average analysis showing AIMS above state averages bear on interpretation. But the decline is real, and the PIP addresses it through four cross-cutting strategies detailed in Section IV-D, targeting writing instruction, ELD integration, Cycle of Inquiry fidelity, and MTSS activation.

B. Participation Rate Below 95% in 2024-25

Overall CAASPP participation dropped to 93% ELA and 92% Math in 2024-25, below the 95% federal threshold. Prior years were 97-99%. Source: CDE Academic Indicator Data Files, 2024-25

At N=73, 5 untested students produce a 7% gap. The causes (absences, scheduling conflicts) have been identified, and the fix for 2025-26 includes scheduling accommodations and make-up testing protocols to ensure 95%+ participation.

C. Hispanic/Latino and English Learner Equity Gaps

Hispanic/Latino students show persistently low CAASPP performance: ELA DFS of -102.6 and Math DFS of -111.4 in 2024-25, with N=14 students (below Dashboard reporting threshold). EL Math DFS declined from -40.9 (2022-23) to -44.1 (2023-24) to -127.5 (2024-25), an 86.6-point total decline and the most dramatic subgroup decline in the data. EL ELA DFS followed a similar trajectory: -60.4 to -93.1 to -98.9. Source: CDE Academic Indicator Data Files, 2022-23 through 2024-25

Two counterpoints contextualize but do not excuse these gaps. First, Hispanic CCI improved from 50.0% to 87.5% Prepared in one year, demonstrating success on the comprehensive college-readiness measure.

Second, the same EL population showing very low CAASPP DFS shows very high ELPAC progress: 76.7% (Blue), with 79.5% of LTELs progressing and zero declining. Current EL students' CAASPP results reflect the dual challenge of acquiring academic English while mastering grade-level content; the ELPI data show strong language progress, while grade-level content performance remains an improvement priority.

The school does not treat these counterpoints as permission to ignore the CAASPP result. Both are real. The PIP addresses these gaps through Strategy 2 (integrated ELD/GLAD in all content areas, moving from 72% adoption to 100%) and Strategy 4 (MTSS activation with data-triggered tier placement for students below the 40th percentile on NWEA MAP). The ELD program was restructured in 2024-25 with National Geographic Lift curriculum and 24/7 interpreting services. Source: AIMS HS Performance Improvement Plan 2026-27

D. Chronic Absenteeism

AIMS's schoolwide chronic absenteeism rate of 16.7% (2024-25) is the lowest among all comparison schools and below the state average. The three-year trend is improving: 19.5% to 17.7% to 16.7%.

However, the Hispanic/Latino subgroup shows persistently elevated chronic absenteeism (28.6%, 32.9%, 31.8% over three years), roughly double the schoolwide rate. AIMS is addressing this through MTSS tiered supports, the attendance team, family engagement through AIMS Parents United, and the newly hired Community School Manager.

E. Graduation Rate

The 89.2% graduation rate (Orange) reflects CALPADS certification issues, not a change in student outcomes (detailed in Section IV-F). Corrective procedures are implemented and the three-year average prior to this data error was 96.3%.

F. SPED Identification

AIMS recognizes that the 4.9% SWD identification rate (19-21 students), well below the statewide average of 14.2% and the district average of 17.2%, is itself a system concern requiring corrective action through Child Find processes. At the statewide average identification rate of 14.2%, a school of 386 students would be expected to identify approximately 55 students with disabilities; AIMS currently identifies 19-21, a gap of approximately 36 students who may require evaluation and services. Because the SWD population is small, state academic data are suppressed (N < 11 for CAASPP reporting), limiting the school's ability to evaluate subgroup academic outcomes through Dashboard files.

The school has hired a SPED Manager (February 2026) and implemented SST process training. Across AIMS K-12, the special education team has expanded to 4 Education Specialists plus 1 Director. The PIP's enabling infrastructure includes ensuring special education staffing keeps pace with identified student need. The school's priority is to ensure that students who need services are identified and served.

G. Teacher Credentialing

Teacher credentialing stands at 72.2% properly credentialed and assigned (13 of 18 teachers), up from 68% at baseline. Three vacancies remain: ELA, Special Education, and Teacher Assistant. The PIP's

enabling infrastructure targets 80% credentialing by June 2027, with a long-term target of 91% by 2029-30. The school provides financial support for tuition, CLAD authorizations, and individualized credentialing meetings. All current teachers are reported as on-track to credential.

Conclusion and Renewal Request

The evidence presented in this data narrative demonstrates that the record does not support any of the three statutory findings required for denial under Education Code section 47607.2(b)(3). AIMS College Prep High School is making sufficient progress toward standards: CCI reached 88.2% Prepared, ELPI reached 76.7% (Blue), 100% of graduates completed A-G requirements for two consecutive years, and three-year academic averages exceed statewide benchmarks in both ELA and Math. Closure would not serve the best interest of pupils: AIMS outperforms the eight comparison schools on 50 of 56 indicator comparisons, and students would lose access to a combination of program features, including universal college preparation, broad AP access, concurrent enrollment, and zero suspensions, that no receiving school offers. When academic performance receives greater weight as the statute requires, the record favors renewal.

AIMS College Prep High School respectfully requests that the Board of Education approve this charter renewal petition for a five-year term commencing July 1, 2027.

Element 1 - Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." – Ed. Code § 47605(c)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." – Ed. Code § 47605(c)(5)(A)(ii)

"If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements." – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School 'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.
For more detail, see *Appendix xv - WASC Accreditation Letter*.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition;

certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Consistent with the requirements of Education Code section 51224.7, AIMS College Prep High School implements a fair, objective, and transparent mathematics placement policy for students entering the ninth grade. To ensure students are placed in the most advanced and appropriate pathway that supports college readiness, placements into Algebra I, Geometry, or accelerated options are determined using multiple objective performance measures, including:

- Performance levels on the 8th-grade California Assessment of Student Performance and Progress (CAASPP/SBAC) in mathematics.
- National percentile rankings from the Spring administration of the NWEA MAP Growth Mathematics assessment.
- Final course grades earned in 8th-grade mathematics courses.

To safeguard against misplacement, the Academic Counseling staff will conduct a 45-day placement verification check within the first 45 days of the school year. This check reviews early high school diagnostic assessments, initial classroom performance data, and teacher recommendations. If data indicate a student is misaligned with their placement, the school will adjust the student’s schedule and provide necessary support structures without financial or academic penalty to the family. The full policy is publicly posted on the school’s website and reviewed annually by the governing board.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School’s petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term

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Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

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Student Enrollment and Grade Levels Served

Charter School serves a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Grade Level	Year 1 (2027-28)	Year 2 (2028-29)	Year 3 (2029-30)	Year 4 (2030-31)	Year 5 (2031-32)
Grade 9	86	86	86	86	86
Grade 10	98	90	90	90	90
Grade 11	76	99	99	99	99

Grade Level	Year 1 (2027-28)	Year 2 (2028-29)	Year 3 (2029-30)	Year 4 (2030-31)	Year 5 (2031-32)
Grade 12	95	80	80	80	80
TOTAL	**355**	**355**	**355**	**355**	**355**

Special Education

Whether the charter school will join a special education local plan area (SELPA) as a local educational agency (LEA) (Ed. Code 47641), or be deemed a school of the district. (Ed. Code 47646). Identify the SELPA that the charter school will join.

How the school identifies students who qualify for special education.

AIMS College Prep High School implements a Multi-Tiered System of Supports (MTSS) process to monitor student progress and provide early interventions. Identification pathways include Child Find obligations, data-driven universal screenings, student success team (SST) referrals, formal teacher observations, and parent/guardian or self-referrals. All referrals for evaluation are formally reviewed in accordance with statutory timelines to determine if a comprehensive special education evaluation is warranted.

How the school provides special education services in compliance with the Individuals with Disabilities in Education Act.

AIMS utilizes an authentic inclusion model, making sure all students with disabilities are educated alongside their general education peers in the Least Restrictive Environment (LRE) to the maximum extent appropriate. To support student success, the school provides a comprehensive continuum of services, including Specialized Academic Instruction (SAI) delivered through targeted Study Skills courses, integrated classroom accommodations and modifications as mandated by each student's IEP, general and special education tutoring systems, and instructional assistants (IAs) support as indicated by individual student needs.

How the school understands, and will meet, its responsibilities to students receiving special education services.

AIMS complies with all applicable federal and state mandates, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and California Education Code requirements. To consistently meet these responsibilities, the high school leadership team, in coordination with the Director of Teaching and Learning and the Special Education Manager, is actively strengthening its internal compliance tracking infrastructure. This includes implementing a formalized service-delivery logging system and establishing biweekly internal case-management audits. These enhanced oversight measures ensure the timely, high-fidelity delivery of all designated instructional services, safeguard procedural timelines, streamline annual and triennial reviews, and maintain a rigorous system of progress monitoring to guarantee that each student with an IEP receives a Free Appropriate Public Education (FAPE).

How the charter school will pay for special education services.

AIMS College Prep High School assumes responsibility for funding the provision of special education and related services required by its students' Individualized Education Programs (IEPs). The school secures funding through its partnership with the El Dorado Charter SELPA, receiving state Assembly Bill (AB) 602 pass-through funding allocations and federal Individuals with Disabilities Education Act (IDEA) local assistance grants. Because special education revenues may not fully cover the total cost of comprehensive services, the Charter School utilizes its general fund (LCFF base and supplemental grants) to cover any funding shortfalls through a planned contribution. Financial planning for special education services is integrated directly into the school's annual operational budget and Local Control and Accountability Plan (LCAP) to ensure sustained resource allocation.

AIMS College Prep High School's Element 1 describes the school's educational program, the students the school serves, and the systems through which AIMS implements its mission. The section is organized around the school's mission, history, values, and educational philosophy; the students and communities served; the school's instructional model and curriculum; the academic, behavioral, social-emotional, and college-readiness supports provided to students; and the professional development, LCAP alignment, and compliance systems that support implementation.

About AIMS College Prep High School

- High School Name: AIMS College Prep High School
- Year Founded: 2006
- Mascot: Golden Eagles
- School Colors: Red, Athletic Gold, Royal Blue
- Maximum Enrollment: Up to 450 students, grades 9-12
- Campus Address: 746 Grand Ave, Oakland, CA 94610
- CDS Code: 01-61259-0111856
- Website: www.aimsk12.org
- Email: highschool@aimsk12.org

AIMS College Prep High School is located on AIMS' Lakeview Campus at 746 Grand Avenue in Oakland's Lake Merritt neighborhood. The campus is situated across from the historic Grand Lake Theatre, less than a five-minute walk from Lake Merritt, and within a vibrant commercial corridor surrounded by local restaurants, shops, and civic resources.

AIMS College Prep High School serves 357 students in grades 9–12. The school provides a college-preparatory educational program designed to develop students' academic skills across English language arts, mathematics, writing, science, social science, business, and the humanities. Consistent with AIMS' mission, the high school emphasizes academic achievement, personal responsibility, and preparation for success in college, career, and civic life. This work is carried out through a collaborative partnership among school staff, students, families, and community partners.

AIMS College Prep High School maintains a strong culture of accountability and postsecondary readiness. AIMS reports that, as of 2025, the high school has maintained 100% four-year college and university acceptance in every year for which data is available, with alumni accepted to institutions including UC Berkeley, UCLA, the University of Southern California, Yale University, Columbia

University, UC Davis, Dartmouth College, Wesleyan University, New York University, Grambling State University, Howard University, Morehouse College, and many others.

AIMS College Prep High School History

American Indian Model Schools (AIMS) was founded in 1996 with the opening of American Indian Public Charter School (AIPCS), a middle school established by Native American families seeking to preserve a strong cultural connection for their children while providing a rigorous public school option. AIPCS was Oakland's third public charter school.

In 2006, AIMS expanded to include a high school, American Indian Public High School (AIPHS), authorized by the Oakland Unified School District. That same year, AIPCS became the first public charter school in Oakland to earn recognition as a National Blue Ribbon School. Since its founding, the high school has been continuously authorized by OUSD and has developed a college-preparatory program serving students in grades 9–12. AIMS has also received the California Distinguished School award, the Title I Academic Achievement Award, and recognition as a Top-Performing Bay Area School for Underserved Students.

During the 2018–19 school year, the AIMS Board of Trustees renamed American Indian Public High School as AIMS College Prep High School, reflecting the school's evolved identity and explicit college-preparatory mission. During the 2019–20 school year, AIMS College Prep High School received the A-G Award from Families In Action for 100% A-G graduate completion among African American students. In 2020, the AIMS K–12 organization received the California Charter Schools Association Hart Vision Award, recognizing AIMS as the Northern California charter school network of the year.

During the current charter term, AIMS experienced leadership transitions, including the appointment of a new Interim Executive Director, a new Head of School for the High School, and a new Director of Teaching and Learning. Under this leadership team, AIMS adopted The AIMS Way Plan, a three-year strategic instructional plan that establishes a quarterly Cycle of Inquiry model and aligns professional development around research-based instructional practices. The AIMS Way Plan pillars and implementation details are described in the Program Design section below.

Mission, Vision, Credo, Values, and Learner Profile

The North Star Goal guiding AIMS College Prep High School's educational program is that all students graduate college and career ready. Every element of the school's mission, values, instructional model, and support systems is oriented toward this outcome.

AIMS College Prep High School's educational program is grounded in a coherent set of mission-aligned commitments that define the school's purpose, culture, and expectations for student development. The mission and vision statements establish the school's overarching purpose: academic excellence, strong character, and preparation for lifelong success. The AIMS Credo expresses the school's founding identity as a family-centered community committed to academic and social excellence. The Golden E.A.G.L.E.S. values provide the common behavioral language used to teach and reinforce schoolwide expectations. The

AIMSTRONG Learner Profile defines the attributes AIMS seeks to develop in graduates through academics, advisory, school culture, athletics, leadership opportunities, and student recognition.

Together, these frameworks connect the school's mission to daily practice. They guide how adults set expectations, how students understand their role in the community, and how the school reinforces the habits, mindsets, and character traits necessary for success in college, career, and civic life.

Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success.

Vision Statement

AIMS College Prep High School provides a rigorous educational foundation that propels all students, particularly those traditionally underserved, to excel academically and personally. The school is committed to preparing students for successful entry into and completion of four-year college programs, breaking barriers, fostering ambition, and cultivating a generation of scholars who contribute meaningfully to society.

AIMS Credo

- **The Family:** We are a family at AIMS K-12.
- **The Goal:** We are always working for academic and social excellence.
- **The Faith:** We will prosper by focusing and working toward our goals.
- **The Journey:** We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

Golden E.A.G.L.E.S. Values

The Golden E.A.G.L.E.S. values serve as the common language through which AIMS teaches, develops, and celebrates its students. Adopted as part of The AIMS Way Plan, these values are integrated into social-emotional learning, schoolwide assemblies, recognition programs, and daily classroom practice.

- **Engagement:** We stay focused, curious, and actively participate in our learning.
- **Accountability:** We take responsibility for our actions and learning.
- **Growth Mindset:** We believe we can grow, embrace challenges, learn from mistakes, and keep trying.
- **Leadership:** We lead by example with integrity and respect.

- **Empathy:** We show kindness, compassion, and care for others.
- **Service:** We help and support others to strengthen our community.

AIMSTRONG Learner Profile

Coined in 2016 by the founder of the AIMS Athletics Department, AIMSTRONG has grown from a rallying cry into the school's official learner profile. The AIMSTRONG Learner Profile defines the attributes AIMS cultivates in every student:

- **Academics:** Academics is the cornerstone to future success. Academics means developing and growing our scholarship, our grades, our inquiry, and our brains.
- **Integrity:** Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.
- **Mentorship:** Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community, and families, especially with our strengths.
- **Strength:** The influence and power to navigate the rigors of academics and life while remaining resilient. Strength is both physical growth and the will power to complete the work we begin.
- **Teamwork:** The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.
- **Responsibility:** Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is owning our role in making teamwork, family, and planning succeed.
- **Organization:** Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.
- **Nerve:** Displaying courage, power, control, and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.
- **Grit:** To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

The AIMS Model is the school’s approach to preparing students for academic achievement, college acceptance, and lifelong success. The model combines rigorous college-preparatory instruction, a structured and purposeful learning environment, and a school culture grounded in belonging, accountability, and high expectations. These elements work together so that students experience AIMS not only as a place where they complete coursework, but as a coherent academic community that teaches the habits, skills, and mindsets necessary for postsecondary success.

Together, these pillars define how AIMS College Prep High School translates its mission, Credo, Golden E.A.G.L.E.S. values, and AIMSTRONG Learner Profile into daily practice.

The school's instructional approach, professional development model, assessment system, and subject-specific program design are described in greater detail in the Program Design section below.

Diversity and Inclusion

AIMS College Prep High School serves a diverse student body, including many students from historically underserved communities. The school's program is designed to meet students' academic and developmental needs by combining high expectations with a school culture that affirms student identity, belonging, and purpose.

AIMS believes that each student has unique talents, strengths, and potential. The school seeks to recognize and celebrate student differences while maintaining a safe and respectful environment where bullying, discrimination, and prejudice are not tolerated.

This commitment is reflected in daily practice through:

- Individual and group learning opportunities that allow students to collaborate, lead, and learn from one another.
- School functions and community events that create opportunities for students to share and celebrate cultural traditions.
- Ongoing staff reflection on bias, student behavior, student aptitude, and equitable classroom practice.
- Translation and interpretation support for parent and family communication whenever possible.
- Adult support for student dialogue, critical thinking, and conflict resolution.
- A schoolwide expectation that students and adults treat one another with respect regardless of race, religion, sexual orientation, background, or identity.

Through consistent routines, clear expectations, and shared responsibility for the school environment, AIMS College Prep High School creates conditions that support academic achievement, character development, and postsecondary readiness.

Educational Philosophy

AIMS College Prep High School's educational philosophy is grounded in the belief that all students, including students from historically underserved communities, socioeconomically disadvantaged students, and English Learners, can achieve at high academic levels when they are held to rigorous expectations, supported through clear structures, and known within a strong school community. AIMS rejects the premise that a student's background determines their academic potential. Instead, the school is built on the conviction that opportunity, instruction, structure, and relationships shape student outcomes.

AIMS' philosophy begins with the belief that every student is capable of college-preparatory work. The school expects students to engage with challenging academic content, develop disciplined habits of study, and build the knowledge and skills necessary for postsecondary success. Rigor is not reserved for a subset of students. It is treated as a schoolwide expectation, supported through instruction, advising, intervention, and ongoing monitoring of student progress.

AIMS also believes that structure supports achievement. Clear expectations, consistent routines, regular feedback, and timely intervention create the conditions students need to focus on learning and recover when they fall behind. Structure is not understood as punitive. It is a form of academic and developmental support that helps students build responsibility, organization, perseverance, and self-management.

Finally, AIMS believes that students are most successful when school functions as a family-centered academic community. The school's culture emphasizes belonging, mutual respect, shared accountability, and collective responsibility for student success. Adults are expected to know students well, communicate regularly with families, and reinforce the academic and character expectations that prepare students for college, career, and civic life.

These beliefs are operationalized through AIMS' instructional program, student support systems, school culture practices, and The AIMS Way Plan, the school's three-year strategic instructional framework. The specific structures through which AIMS implements this philosophy are described in the Program Design section below.

Students to Be Served

Enrollment and Capacity

AIMS College Prep High School serves 357 students in grades 9–12 at its campus located at 746 Grand Avenue, Oakland, California 94610. The school's maximum enrollment during the charter term is 450 students.

AIMS College Prep High School projects enrollment stabilization during the renewal term, supported by continued recruitment, improved retention, expanded feeder-school outreach, and strengthened family engagement systems. Enrollment projections for the charter term are as follows:

Year	Projected Enrollment
2026–27	356
2027–28	355
2028–29	355
2029–30	355
2030–31	355
2031–32	355

Student Demographics

AIMS College Prep High School serves a diverse student body that reflects the racial, ethnic, linguistic, and socioeconomic diversity of Oakland. As of Census Day 2024, the high school's student demographics were as follows:

Student Group	Count	Percentage
African American	181	46.9%
Asian	97	25.1%
Hispanic/Latino	65	16.8%
White	14	3.6%
Multiracial	12	3.1%

Among enrolled students, 69 students, or 17.9%, are classified as English Learners; 249 students, or 64.5%, are socioeconomically disadvantaged; 19 students, or 4.9%, are students with disabilities; and 2 students, or 0.5%, are foster youth.

The school serves students from multiple racial, ethnic, cultural, and linguistic communities, including African American, Ethiopian, Eritrean, Chinese, Vietnamese, other Asian, Latino, and multiracial families. This demographic composition reflects AIMS' longstanding commitment to serving historically underserved students and providing access to a rigorous, college-preparatory education regardless of background.

Neighborhood and Feeder Pipeline

AIMS College Prep High School is located in the Lake Merritt neighborhood and draws students from across Oakland, including Eastlake, San Antonio, Fruitvale, Chinatown, and other surrounding communities. Students enroll through Oakland Enrolls and come to the high school from more than 20 feeder middle schools. A significant number of students also advance from the AIMS K–8 campus at 171 12th Street.

AIMS is strengthening its feeder pipeline and high school retention strategy during the charter term. This includes increasing outreach to current AIMS K–8 families, expanding visibility among nearby middle schools, improving the transition experience for incoming ninth-grade students, and using student and family feedback to identify factors that influence persistence from enrollment through graduation.

Educational Needs of Students Served

The students served by AIMS College Prep High School present a range of academic, linguistic, social-emotional, and postsecondary preparation needs. AIMS' educational program is designed to respond to these needs through rigorous instruction, structured academic supports, college counseling, English Learner services, and a schoolwide Multi-Tiered System of Supports.

Many students enter high school needing additional support to meet grade-level expectations in English language arts and mathematics. The 2025 California School Dashboard reported schoolwide Distance from Standard results of -37.5 in English language arts and -63.9 in mathematics. AIMS uses state assessment data, NWEA MAP Growth data, classroom assessments, benchmark assessments, and teacher observations to identify student needs, monitor growth, and provide targeted instructional support.

A significant proportion of AIMS families are navigating the college preparation and application process for the first time. For this reason, the high school emphasizes early and sustained college readiness supports, including a planned four-year course sequence, A-G monitoring, academic advising, college application support, financial aid guidance, and direct communication with families about graduation and postsecondary requirements.

AIMS College Prep High School also serves English Learners, including newcomer students and Long-Term English Learners. With 19% of the student body classified as English Learners, the school provides both designated and integrated English Language Development to ensure that students develop English proficiency while maintaining access to the school's college-preparatory curriculum. The English Learner program is described in the English Learners section below.

Students also express interest in expanded athletics, extracurricular activities, student leadership opportunities, and school culture-building experiences. AIMS has responded by investing in athletics, after-school clubs, social-emotional learning, student activities, spirit weeks, pep rallies, dances, and other opportunities that strengthen student belonging and engagement alongside the school’s academic program.

AIMS’ Response to Student Needs

AIMS responds to the needs of its students through a structured, high-expectation educational model with embedded academic, social-emotional, and college-readiness supports. Core components include rigorous A-G aligned coursework, AP and Honors opportunities, scaffolded instruction, college counseling beginning in ninth grade, teacher office hours, Saturday School, intersession and summer learning opportunities, English Learner supports, and a comprehensive Multi-Tiered System of Supports.

The school also uses student and family feedback, including survey data, enrollment data, and retention data, to improve its program and strengthen student persistence. During the charter term, AIMS is continuing to build its enrollment and retention systems through expanded outreach, improved transition supports, bilingual recruitment strategies, feeder-school partnerships, and data-informed monitoring of student and family experience.

Community Context, Need, and Non-Duplication

AIMS College Prep High School’s continued relevance is grounded in its role as a structured, college-preparatory public school option for Oakland families. Since opening in 2006, the high school has provided an educational program centered on academic rigor, high expectations, college preparation, and a strong school community.

The need for AIMS College Prep High School is reflected in the school's focus on preparing historically underserved students for graduation, college eligibility, and postsecondary opportunity. The school's 2025 California School Dashboard performance, including its College/Career Indicator results, is addressed in the College and Career Readiness section below and in the Performance Report.

Non-Duplication of Existing Programs

AIMS College Prep High School provides a distinctive public high school option within Oakland's educational landscape by combining a small, structured campus environment with rigorous college-preparatory expectations, broad access to advanced coursework, embedded academic and college counseling, and a schoolwide culture of accountability and support.

Unlike a large comprehensive high school model in which advanced coursework is typically one of many available pathways, AIMS organizes the high school experience around a coherent college-preparatory sequence for students. Students are supported in completing an A-G aligned course of study, accessing Honors and Advanced Placement coursework, monitoring progress toward graduation and college eligibility, and receiving individualized academic and postsecondary advising.

The school's small size allows adults to know students well, monitor academic progress closely, and intervene when students need additional support. Academic counselors and school staff use student academic planning tools, progress monitoring, family communication, and intervention systems to help students remain on track.

AIMS also offers program features that contribute to its distinctiveness, including Mandarin instruction, a structured school culture, restorative and positive behavior supports, low suspension rates, and partnerships that expand college and career exposure. These features operate together as a single model: a small, high-expectation, college-preparatory public high school designed to serve students from historically underserved communities.

For these reasons, AIMS College Prep High School does not duplicate a single existing district program. Its value lies in the combination of elements: small school structure, schoolwide college-preparatory expectations, A-G alignment, access to advanced coursework, embedded counseling, Mandarin instruction, and a disciplined but supportive school culture.

What It Means to Be an Educated Person in the 21st Century

AIMS College Prep High School defines an educated person as one who can think critically, communicate effectively, act with integrity, and apply knowledge across disciplines to solve real-world problems. In a rapidly changing economy and civic landscape, students need both academic proficiency and adaptive thinking. AIMS prepares students not only to enter college, but to persist, complete postsecondary education, and thrive beyond high school.

This vision is grounded in the AIMSTRONG Learner Profile, which defines the attributes AIMS cultivates in every student: academics, integrity, mentorship, strength, teamwork, responsibility, organization, nerve, and grit. These attributes reflect AIMS' belief that college readiness requires more

than content mastery. Students must also develop the habits of mind, character, resilience, and self-management necessary for long-term success.

AIMS advances this vision through a rigorous, college-preparatory course of study aligned to A-G requirements, with access to Honors and Advanced Placement coursework across core academic subjects. Students are supported in developing strong literacy, quantitative reasoning, scientific inquiry, historical analysis, academic writing, collaboration, and problem-solving skills. Through academic advising, progress monitoring, and college readiness supports, students are expected to remain on track for graduation, college eligibility, and postsecondary opportunity.

Consistent with Education Code section 47605(c)(5)(A)(i), AIMS' educational program is designed to enable students to become self-motivated, competent, and lifelong learners. The school's definition of an educated person therefore includes both academic achievement and the personal qualities necessary to use that education with purpose, responsibility, and perseverance.

How Learning Best Occurs

AIMS College Prep High School believes that learning best occurs when students experience rigorous academic expectations within a structured, supportive, and relationship-driven environment. The school organizes teaching and learning around three core conditions: structure, rigor with support, and sustained relationships.

Structure creates the conditions for learning. Students learn best when routines are predictable, expectations are clear, and instructional time is protected. AIMS maintains a purposeful campus culture, clear classroom routines, planned course sequences, and schoolwide expectations that reinforce focus, responsibility, and preparation. The school's approach to student behavior emphasizes restoration, positive behavior supports, and keeping students engaged in instruction.

Rigor with embedded support accelerates learning. AIMS does not respond to academic gaps by lowering expectations. Instead, the school pairs a college-preparatory course of study, including Honors and Advanced Placement opportunities, with scaffolded instruction, progress monitoring, targeted intervention, and extended learning opportunities. Teachers and leaders use assessment data, including progress reports, benchmark assessments, and classroom evidence, to identify student needs and adjust instruction through the Cycle of Inquiry process.

Relationships sustain effort over time. As a small school, AIMS is designed so that students are known well by adults and supported across their four-year high school experience. Teachers, counselors, and school leaders work together to monitor academic progress, support college readiness, communicate with families, and respond when students need additional help. The Golden E.A.G.L.E.S. values, CharacterStrong curriculum, and family-centered school culture provide shared language for social-emotional development, belonging, and accountability.

Together, these conditions reflect AIMS' belief that students learn best when they are challenged, supported, known, and held to clear expectations. The systems through which these principles are implemented are described in greater detail in the Program Design section below.

Program Design

AIMS College Prep High School's educational program is grounded in the belief that high expectations, when paired with structured support, lead to strong student outcomes. The school provides a rigorous, college-preparatory program designed to prepare students for graduation, A-G eligibility, four-year college acceptance, and long-term postsecondary success. This program design operationalizes AIMS' belief that students learn best when they are challenged, supported, known, and held to clear expectations.

Students generally follow a common college-preparatory course sequence in English language arts, history/social science, mathematics, and science. AIMS does not organize students into low-track academic pathways. Instead, the school maintains high academic expectations while providing differentiated instruction, academic intervention, English Learner supports, special education services, and counseling to help students access and succeed in rigorous coursework.

The AIMS Way Plan

The educational program operates within the framework of The AIMS Way Plan, a three-year strategic instructional plan that organizes instruction, assessment, professional development, and schoolwide improvement around four pillars.

Rigorous Standards-Based Instruction: Daily lessons are aligned to grade-level standards and supported by high-quality instructional materials, backwards-planned units, clear learning outcomes, explicit instruction, guided practice, and checks for understanding.

Targeted Assessment and Differentiation: Teachers and leaders use NWEA MAP Growth assessments, curriculum-aligned benchmarks, classroom assessments, and other evidence of student learning to identify student needs and adjust instruction. Students receive differentiated support in the classroom and through additional supports such as tutoring, Saturday School, and summer programming. English Learners receive designated and integrated English Language Development, and students with IEPs receive accommodations and services aligned to their individualized goals.

Safe and Joyful Learning Environment: AIMS builds a school culture grounded in strong relationships, clear expectations, PBIS, restorative practices, social-emotional learning, schoolwide assemblies, student recognition, and co-curricular opportunities in areas such as athletics, arts, technology, and leadership. Emergency preparedness, crisis response procedures, and staff safety training are maintained through the Charter School's Comprehensive School Safety Plan, described in Element 6.

Collaborative and Effective Learning Community: Teachers and leaders use quarterly Cycles of Inquiry to analyze student data, identify priority needs, implement instructional plans, monitor progress, and reflect on the impact of their practices. This collaborative process supports continuous improvement and aligns professional development to student learning needs.

AIMS Way Shared Practices

The AIMS Way Plan provides the organizing framework for instructional planning, professional development, and school accountability. Each pillar includes shared practices at three levels: instructional

practices (carried out by teachers and paraprofessionals), leadership practices (carried out by school leaders, teacher leaders, and family leaders), and organizational practices (carried out by district leaders and departments). The complete shared practices matrix is included in The AIMS Way Plan (*Appendix ix - The AIMS Way Plan*). The AIMS Way Plan's measurable goal areas and annual measures are described in Elements 2 and 3.

Under Rigorous Standards-Based Instruction, teachers use high-quality instructional materials and backwards-plan units from standards; leaders facilitate grade-level collaborative planning, adjust pacing guides, and conduct walkthroughs using common instructional look-fors; and the organization provides adopted materials, baseline training, and common planning templates.

Under Targeted Assessment and Differentiation, teachers use assessment data to plan small-group instruction, facilitate student-led conferences, and deploy ELD strategies and IEP-aligned supports; leaders track participation in tiered support sessions, set expectations for data use, and provide coaching on differentiation; and the organization manages the Multi-Tiered System of Supports through the Student Study Team, maintains a clear assessment calendar, and clarifies processes for each assessment.

Under a Safe and Joyful Learning Environment, teachers explicitly teach the Golden E.A.G.L.E.S. values, recognize positive behaviors, and use culturally responsive strategies; leaders set clear behavioral expectations, celebrate students, and support consistent implementation; and the organization uses restorative practices, maintains safety and emergency procedures through the Comprehensive School Safety Plan (Element 6), and provides broad co-curricular opportunities including athletics, arts, ELOP, and field trips.

Under Collaborative and Effective Learning Community, teachers use student data in professional learning community meetings, visit each other's classrooms, and set professional growth goals; leaders establish clear lines of communication, provide regular feedback and coaching, and facilitate data-driven collaboration; and the organization creates access to leadership through transparent communication, maintains calendars for collaboration and evaluation, and engages families through advisory committees, surveys, and school events.

Instructional Approach

AIMS' instructional approach combines explicit instruction, scaffolded practice, academic discourse, inquiry, collaboration, and opportunities for students to apply learning. Teachers use a full lesson cycle that includes clear objectives, modeling, guided practice, checks for understanding, independent practice, and reflection. This approach supports students in building both foundational knowledge and higher-order thinking skills.

Within this instructional model, four approaches guide classroom practice across content areas:

1. **Differentiated Instruction:** Teachers use assessment data, classroom evidence, and knowledge of individual students to adjust instruction, scaffolds, grouping, questioning, and learning tasks. Differentiation ensures that students can access grade-level standards while receiving the support or extension needed to progress toward mastery. This includes supports for English Learners, students with disabilities, students needing intervention, and students ready for additional

academic challenge.

2. **Inquiry-Based Instruction:** Teachers use essential questions, primary and secondary sources, structured discourse, Socratic dialogue, writing tasks, and problem-solving activities to help students construct meaning and defend their thinking with evidence. Inquiry-based instruction supports critical thinking, academic discussion, and transfer of learning across disciplines.

3. **AP Vertical Teaming:** AIMS builds the skills required for advanced coursework beginning in the early high school grades. Teachers intentionally develop analytical reading, argumentative writing, evidence-based reasoning, quantitative reasoning, and discipline-specific academic language so students are prepared to succeed in Honors and Advanced Placement courses. This vertical alignment ensures that advanced coursework is not treated as an isolated upper-grade experience, but as the result of skill development across grades 9–12.

4. **GLAD Strategies:** Guided Language Acquisition Design strategies are embedded across content areas to support English Learners and strengthen academic language development for all students. Teachers use visual supports, academic vocabulary development, structured interaction, collaborative learning, and language-rich routines to make rigorous content accessible while building students' speaking, listening, reading, and writing skills. Additional implementation details are provided in the English Learner Program section.

College Planning

College planning is embedded throughout the high school program. Each student is supported by academic counseling and maintains a Student Academic Plan tracker documenting progress toward A-G requirements, AIMS graduation requirements, and state graduation requirements. Counselors and school staff help students clarify postsecondary goals, monitor course completion, research colleges and universities, complete applications, access financial aid information, and prepare for the transition from high school to college. AIMS informs families about course transferability and college-entrance eligibility through the annual course catalog (*Appendix viii*), which identifies each course's A-G category and AP designation, and through enrollment and advising materials and student transcripts. Courses are accredited through the Western Association of Schools and Colleges, making them transferable to other public high schools, and A-G-approved and UC/CSU-creditable courses are identified for families as meeting college entrance requirements.

The school also supports students with SAT, ACT, and AP exam registration, college and university visits, and postsecondary planning activities. These supports are especially important for first-generation college-going students and families navigating the college preparation and application process.

Learning Time and Extended Opportunities

AIMS College Prep High School is a site-based school serving grades 9–12, with a maximum enrollment of 450 students. Students attend school daily and follow the block schedule described in the Daily Schedule and Instructional Time section below. Additional support and learning opportunities are

available before school, after school, during intersessions, on weekends as needed, and through summer programming.

The school also partners with the Peralta Community College District, Genesys Works, and other Bay Area organizations to expand college and career learning opportunities for students. Additional details are provided in the Career Technical Education and Career-Connected Learning section below.

Curriculum and Coursework

AIMS College Prep High School provides a rigorous, college-preparatory curriculum across the core academic areas required for graduation and postsecondary eligibility, including English, mathematics, history/social science, laboratory science, languages other than English, visual and performing arts, physical education/health, electives, English Language Development, and specialized support courses. The curriculum is aligned to California State Standards, A-G subject matter requirements, and, where applicable, College Board Advanced Placement frameworks.

All eligible college-preparatory courses are submitted for approval through the University of California A-G course approval process, and all Advanced Placement courses are authorized through the College Board AP Course Audit. Courses that are not A-G eligible, including physical education, health, English Language Development, and specialized support courses, fulfill school, state, intervention, or student support requirements as applicable. For the full list of 2026-27 course offerings, including A-G category, AP designation, and grade level, see *Appendix viii - Course Offerings List.*

AIMS' core academic sequence is designed to build progressively from foundational high school skills toward advanced, college-preparatory coursework:

- **English Language Arts:** English 9; English 10; AP English Language and Composition; AP English Literature and Composition.
- **Mathematics:** Algebra I; Geometry; Algebra II (or an equivalent third-year course covering the advanced-algebra content required for UC and CSU Area C); and advanced mathematics including Pre-Calculus, AP Calculus, and/or AP Statistics. The sequence ensures every graduate completes the three years of college-preparatory mathematics, including advanced algebra, required for A-G eligibility.
- **Science:** AP Environmental Science; AP Biology; and AP Chemistry.
- **History/Social Science:** a three-year sequence covering world history, United States history, and a one-semester course in American government and civics paired with a one-semester course in economics, consistent with Education Code section 51225.3. Advanced Placement and Honors sections are offered within this sequence, and Ethnic Studies is offered consistent with state requirements.
- **World Language:** French I and II; Mandarin I and II; and AP Mandarin.
- **Visual and Performing Arts:** Art and AP Art Studio.

College Pathways and Electives: AP/SAT Test Prep, College Planning, Student Government and Leadership, and Concurrent and Dual Enrollment. Leadership operates as a class open to all interested students. Recognized clubs and organizations include the Black Student Union, National Honor Society,

Key Club, Interact Club, and the Bay Area Urban Debate League. Chartered clubs require a minimum of five active members, a 3.0 GPA for officers, and an on-campus faculty advisor.

Subject-Specific Instructional Design

AIMS College Prep High School's curriculum is designed to provide students with a rigorous, scaffolded, college-preparatory course of study across core academic subjects. The program aligns California content standards, A-G requirements, and, where applicable, College Board Advanced Placement frameworks. Beginning in 2026–27, Honors-level courses complement the school's AP sequence in grades 10–12, providing additional scaffolding and preparation for advanced coursework.

Across subject areas, AIMS emphasizes four common instructional design principles: organizing instruction around major concepts and disciplinary questions; developing the practices and skills of each discipline; spiraling skill development across grade levels with increasing complexity; and grounding student work in evidence-based reasoning, writing, problem-solving, and communication. These principles align with The AIMS Way Plan's focus on rigorous standards-based instruction, targeted assessment and differentiation, and quarterly Cycles of Inquiry.

This subject-specific design ensures that students encounter rigorous content while receiving the scaffolds, language supports, academic counseling, and intervention necessary to access advanced coursework. Additional details about graduation requirements, course sequences, English Learner supports, special education, assessment, and college and career pathways are provided in the relevant sections below.

English Language Arts

A. Program Objectives

1. All students read, analyze, and write about complex literary and nonfiction texts at or above grade-level standards as defined by the California Common Core State Standards for English Language Arts and the College Board Advanced Placement frameworks.
2. Students develop a progressive command of analytical writing, moving from the structured five-paragraph essay in ninth grade through college-level rhetorical analysis, argument, and synthesis essays by eleventh and twelfth grade.
3. English Learners access rigorous grade-level ELA content through integrated English Language Development strategies, including GLAD (Guided Language Acquisition Design), and progress toward reclassification as Fluent English Proficient within six years.
4. Every graduate is prepared for college-level reading and writing, as demonstrated by successful completion of at least one AP English course and on-track A-G status in the English discipline.

B. Instructional Approach

Daily Reflective Writing. Every English class in grades 9 and 10 opens with timed reflective writing: students respond to a thought-provoking prompt for five to ten minutes, building fluency, stamina, and comfort with written expression before formal instruction begins. This daily routine normalizes writing as a thinking tool and generates low-stakes practice that teachers use to identify emerging skill gaps.

Annotation and Rhetorical Analysis. Beginning in ninth grade and intensifying through AP Language and Composition, students annotate mentor texts for rhetorical strategies, appeals, and authorial purpose. Teachers model a consistent annotation protocol: identify the rhetorical situation, locate specific strategies, and explain how those strategies support the author's message. By eleventh grade, students apply this protocol independently on timed AP Free Response Questions.

Scaffolded Analytical Essay Progression. The department follows a deliberate four-year writing arc. In English 9, students learn thesis construction, paragraph organization, and textual evidence selection through graphic organizers and sentence frames. In English 10, they compose in-class critical analysis essays on characterization and literary devices, progressing from handwritten rough drafts to final MLA-formatted digital submissions. AP Language students write argument, synthesis, and rhetorical analysis essays scored against College Board rubrics. AP Literature students produce college-level literary analysis essays with proper MLA and AP citation conventions.

Integrated ELD and GLAD Strategies. All ELA teachers integrate Guided Language Acquisition Design (GLAD) strategies into daily instruction to support English Learners in accessing grade-level content. Teachers front-load vocabulary lessons on standards-aligned keywords each week and select from a set of five core GLAD techniques, tracking usage through weekly self-monitoring checklists.

C. Named Curricula, Materials, and Technology

- National Geographic Lift (Intro, Welcome, Levels 1-3): designated ELD curriculum for non-fluent students.
- AP Classroom (College Board): Free Response Question practice, question banks, and progress monitoring for AP Language and AP Literature.
- NWEA MAP Growth Reading: quarterly benchmark assessment for ELA, used to form differentiated groups and track growth.
- Learning Ally: audiobook access to support struggling readers and students with disabilities.
- SBAC Comprehensive Interim Assessments: administered in Cycle 3 for grade 11.
- IXL: individualized skill-building action plans based on NWEA diagnostic data.

D. Course Descriptions

English 9. English 9 is the foundational course in the high school ELA sequence. Students build reading comprehension through close reading of literary and informational texts aligned to California Common Core ELA Standards. Instruction emphasizes identifying literary devices, analyzing characterization, and supporting claims with textual evidence. Students practice daily timed reflective writing to develop fluency and begin constructing thesis statements and five-paragraph essays using graphic organizers and sentence frames. The course introduces annotation protocols and checks for understanding of major themes and literary concepts, establishing the analytical habits that deepen across the remaining three years.

English 10. New for the 2026-27 school year, English 10 advances the skills introduced in English 9 by shifting from scaffolded to semi-independent analytical writing. Students compose in-class critical analysis essays on novels, moving through a structured sequence: thesis-writing scaffolding, five-paragraph outlining, handwritten rough drafts, and final digital submissions in MLA format. The

course emphasizes the transition from identifying literary devices to explaining how those devices function within a text.

AP English Language and Composition (Grade 11). AP Language and Composition is the first of two Advanced Placement English courses. Students learn to read, analyze, and write about nonfiction texts through the lenses of rhetorical situation, appeals, and strategy. Instruction centers on three essay types required by the College Board: rhetorical analysis, argument, and synthesis. Students complete weekly Free Response Question evaluations through AP Classroom. In Cycle 3, 83.72 percent of assessed students passed the Rhetorical Analysis Final, with over half earning an A.

AP English Literature and Composition (Grade 12). AP Literature and Composition is the capstone English course. Students write college-level essays analyzing literary devices, themes, and narrative technique across a range of genres and periods. The course requires mastery of the five-paragraph theme essay structure and documentation of sources in both MLA and AP citation styles. Assessment follows College Board rubrics for all three AP Literature FRQ types: poetry analysis, prose fiction analysis, and literary argument.

Honors English sections are also available at grades 11 and 12 for students not enrolled in the AP English track. The complete ELA course sequence, including Honors sections, appears in *Appendix viii - Course Offerings List*.

E. Assessment

ELA progress is monitored through a layered system aligned to the school's quarterly Cycle of Inquiry. NWEA MAP Growth Reading is administered at the start of each cycle to establish baselines, form small groups, and track individual growth. In Cycle 3, grade 11 students take the SBAC Comprehensive Interim Assessment. The English department uses common assessments scored on four-point rubrics aligned to Common Core anchor standards and College Board rubrics for AP courses. External measures include the annual SBAC summative (grade 11), AP exam results, and ELPAC scores for English Learners. Data from all sources is reviewed in department meetings to adjust pacing, target intervention, and refine instructional practices.

Mathematics

A. Program Objectives

1. All mathematics students meet or exceed grade-level standards as measured by SBAC and NWEA MAP Growth assessments, with underperforming student groups making accelerated growth each year.
2. Students develop mathematical reasoning and communication skills, demonstrating the ability to provide written justification for their problem-solving processes across all course levels.
3. Students complete a rigorous college-preparatory mathematics sequence culminating in Advanced Placement coursework, ensuring readiness for post-secondary mathematics and quantitative disciplines.
4. Students build adaptive problem-solving habits through individualized learning pathways, weekly skill mastery targets, and consistent engagement with standards-aligned practice.

B. Instructional Approach

Direct Instruction Combined with Inquiry-Based Problem Solving. Mathematics instruction integrates explicit direct instruction with structured opportunities for students to reason through problems independently and collaboratively. Each lesson opens with a clearly communicated learning objective, followed by guided examples and practice. Teachers use backward planning from unit and quarterly assessments to ensure every lesson aligns to Common Core and AP standards.

Data-Driven Individualized Action Plans. The mathematics department uses NWEA MAP Growth results to generate individualized student action plans each quarter. Teachers analyze MAP reports to identify specific skill gaps, then assign targeted practice through the IXL adaptive platform. Students complete a minimum of one IXL skill from their personalized action plan each week. Students performing below the 40th percentile receive priority placement in after-school tutoring and Saturday School.

Daily Do Now Assessments Requiring Written Justification. Every mathematics class begins with a Do Now exercise that requires students to explain their thinking in writing. In AP Statistics, these take the form of multiple-choice questions drawn from the AP Classroom question bank. In Algebra and Geometry courses, Do Nows emphasize written reasoning about equations, proofs, and problem-solving steps.

Vertical Teaming and GLAD Vocabulary Strategies. The mathematics department meets weekly for collaborative planning, using the Cycle of Inquiry framework to set quarterly SMART goals. Vertical teaming across courses ensures coherent skill progression from Algebra I through AP Calculus and AP Statistics. Teachers employ GLAD strategies to support academic vocabulary development, including a signal word tied to each lesson posted on a classroom word wall with visual sketches.

C. Named Curricula, Materials, and Technology

- ALEKS (Assessment and Learning in Knowledge Spaces): adaptive mathematics platform for individualized skill building.
- IXL Learning: standards-aligned adaptive practice, at least one assigned skill per week per student.
- NWEA MAP Growth (Math 6+): quarterly benchmark, baseline at 65th national percentile.
- AP Classroom: question banks, FRQ rubrics, and practice exams for AP Statistics and AP Calculus AB.
- TI-84 Graphing Calculators: used in AP Statistics and Pre-Calculus.
- SBAC Comprehensive Interim Assessments: Cycle 3 progress check for grade 11.

D. Course Descriptions

Algebra I. Algebra I serves students entering the high school below grade level and provides a foundation in algebraic reasoning. The course covers solving linear equations and inequalities, graphing linear functions, systems of equations, exponents, and introductory polynomial operations. Daily Do Now exercises require students to show and explain each solution step in writing. The Cycle 3 goal targets 100% of students demonstrating the ability to write and graph a linear equation. Algebra I prepares students for Geometry by establishing procedural fluency and the expectation that mathematical claims require justification.

Geometry. Geometry is the standard ninth-grade mathematics course and introduces students to formal reasoning through Euclidean proof. Topics include congruence and similarity, properties of triangles and quadrilaterals, circles, coordinate geometry, area, and volume. The Cycle 3 SMART goal targets 100% of students demonstrating the ability to recognize the steps and reasoning needed to prove a mathematical statement. NWEA MAP Growth benchmarks each quarter inform small-group differentiation.

AP Pre-Calculus. New for the 2026-27 school year, AP Pre-Calculus prepares students for AP Calculus AB by deepening command of functions, trigonometry, and analytic geometry. Students complete a minimum of two IXL recommended skills per week from their individualized action plans. AP Pre-Calculus is the bridge course ensuring students entering AP Calculus possess the functional fluency required for college-level mathematics.

AP Calculus AB. AP Calculus AB covers limits and continuity, derivatives and their applications, integrals and the Fundamental Theorem of Calculus, and differential equations. Instruction follows the College Board Course and Exam Description. Students who score 3 or higher on the AP exam may receive college credit at most universities.

AP Statistics. AP Statistics develops students' ability to collect, analyze, and draw conclusions from data. The course covers exploring data, sampling and experimentation, probability and simulation, and statistical inference. Instruction incorporates daily Do Now exercises using AP Classroom multiple-choice questions and GLAD vocabulary strategies with signal words for each statistical concept.

Honors Pre-Calculus is also available for students not yet enrolled in the AP mathematics track. The complete mathematics course sequence, including Honors sections, appears in *Appendix viii - Course Offerings List*.

E. Assessment

The mathematics department administers NWEA MAP Growth assessments quarterly, establishing a baseline at the 65th national percentile with a trajectory toward the 71st percentile. Individual student reports generate personalized IXL action plans. Students below the 40th percentile receive priority intervention. In Cycle 3, the SBAC Comprehensive Interim Assessment provides a grade 11 progress check. AP Calculus AB and AP Statistics students are assessed using College Board question banks and practice exams. All assessment data feeds into quarterly Cycles of Inquiry where teachers analyze results, adjust pacing, and set revised SMART goals.

History and Social Science

A. Program Objectives

1. All students develop historical thinking skills, including chronological reasoning, contextualization, comparison, and argumentation, through sustained engagement with college-level primary and secondary source analysis across four years of Advanced Placement coursework.
2. Students build proficiency in constructing and defending evidence-based claims through written document-based questions, Harkness seminar discussions, and AP free-response essays.

3. English Learners and all students acquire the academic vocabulary of the social sciences through GLAD strategies embedded in daily instruction.
4. Students develop civic knowledge and cross-cultural competence by progressing through a coherent sequence from global spatial analysis in ninth grade through American government and economics in twelfth grade.

B. Instructional Approach

Broad Advanced Placement and Honors Access. AIMS offers Advanced Placement and Honors courses across the core disciplines and encourages broad, non-selective participation beginning in 9th grade, so that rigorous content reaches all demographic subgroups, including English Learners and students with disabilities. Course placement is individualized through each student's Student Academic Plan to balance rigor with the student's full graduation and A-G course load, designated ELD and specialized support needs, and pacing toward the May AP examination window. Beginning in 2026-27, Honors sections are available alongside AP to provide an additional rigorous pathway.

Harkness Discussion Method. History classrooms employ the Harkness discussion protocol, in which students sit in a collaborative configuration and drive seminar-style conversation with minimal teacher narration. Students are responsible for posing questions, citing documentary evidence, building on peers' reasoning, and challenging unsupported claims. The method cultivates the argumentation, active listening, and perspective-taking competencies assessed on AP free-response questions.

Primary Source Analysis and DBQ Practice. Instruction centers on the interpretation of primary sources: political documents, maps, statistical tables, photographs, speeches, and first-person narratives. Document-based question writing is practiced iteratively across all four AP courses, with complexity increasing each year. By twelfth grade, students produce timed, multi-source argumentative essays that meet College Board scoring standards.

GLAD Strategies and Thematic Spiraling. Teachers integrate GLAD strategies to make disciplinary vocabulary accessible to all learners. Thematic threads such as power and governance, migration and cultural exchange, economic systems, and civil rights spiral across the four-year chronological sequence, reinforcing retention and deepening conceptual understanding.

C. Named Curricula, Materials, and Technology

The department anchors instruction to the College Board AP Course and Exam Description for each course. AP Classroom provides formative assessment question banks, free-response prompts, and progress dashboards. Supplementary primary source collections are drawn from the National Archives and the Library of Congress. Students access digital texts and assignments through Google Classroom. NWEA MAP assessments provide cross-curricular reading data that history teachers use alongside course-specific assessments.

D. Course Descriptions

Ethnic Studies (Grade 9, one semester). AIMS offers Ethnic Studies as part of its ninth-grade program, reflecting Oakland's longstanding commitment to ethnic studies. The course introduces students to the histories, experiences, and contributions of communities of color in the United States. Students examine

concepts of identity, race, ethnicity, and social movements through personal narrative, oral history, community-based inquiry, and critical media analysis. The course builds foundational skills in perspective-taking and evidence-based argumentation that transfer directly into the AP history sequence.

AP Human Geography (Grade 9). AP Human Geography introduces the systematic study of patterns and processes that shape human understanding, use, and alteration of the earth's surface. Topics include population dynamics, migration, cultural landscapes, political organization of space, agriculture, industrialization, and urbanization. Students learn to interpret spatial data through maps, geographic models, and quantitative sources. As the entry point of the Advanced Placement and Honors sequence, Human Geography establishes classroom norms for Harkness discussion, primary source analysis, and timed free-response writing.

AP World History: Modern (Grade 10). AP World History: Modern covers global developments from approximately 1200 CE to the present. Students analyze the rise and transformation of civilizations, cross-cultural exchanges, colonialism and imperialism, industrialization, and twentieth-century geopolitics. Building on spatial-analysis skills from AP Human Geography, tenth graders deepen their ability to construct historical arguments using multiple types of evidence.

AP United States History (Grade 11). AP United States History surveys American history from the pre-contact period through the present. Students investigate founding ideals, westward expansion, industrialization, reform movements, civil rights, and foreign policy. The course emphasizes causation, periodization, and the use of primary documents to construct and defend interpretive claims.

AP United States Government and Politics (Grade 12). AP United States Government and Politics examines the principles, institutions, and processes of American government. Students study the Constitution, federalism, civil liberties, civil rights, political participation, and policy-making. The course develops students' ability to analyze foundational documents, Supreme Court cases, and quantitative data on political behavior.

Honors sections of World History and United States History are offered alongside the AP courses for students building toward advanced coursework. The complete history and social science course sequence, including Honors sections, appears in *Appendix viii - Course Offerings List.*

E. Assessment

The department monitors progress through curriculum-aligned assessments, DBQ essays, and AP Classroom formative checks within the quarterly Cycle of Inquiry. NWEA MAP reading assessments provide a cross-curricular literacy baseline. AP exams serve as the summative, externally validated measure of college-level mastery. Teachers use Harkness discussion participation tracking and formative writing rubrics as ongoing classroom-level indicators.

Science

A. Program Objectives

1. Prepare every student to succeed on Advanced Placement science examinations by building scientific reasoning, quantitative analysis, and laboratory skills across a four-year Advanced Placement and Honors sequence.
2. Develop proficiency in the disciplinary core ideas, science and engineering practices, and crosscutting concepts defined by the Next Generation Science Standards, as measured by the California Science Test in twelfth grade.
3. Cultivate scientific argumentation so that graduates can construct, evaluate, and defend claims using empirical data.
4. Ensure English Learners access rigorous science content through GLAD strategies embedded in laboratory protocols, vocabulary instruction, and collaborative discourse routines.

B. Instructional Approach

Laboratory investigation as the central mode of learning. Every AP science course devotes a minimum of 25 percent of instructional time to hands-on laboratory investigation, meeting College Board requirements. The school's 91-minute block periods allow teachers to move through the full arc of lab setup, guided investigation, data analysis, and whole-class discussion within a single session.

A progressive Advanced Placement and Honors sequence. The course sequence begins with AP Environmental Science in ninth grade (systems thinking), moves to AP Biology in tenth grade (data analysis, molecular concepts), and AP Chemistry in eleventh grade (quantitative reasoning, repositioned from tenth grade for 2026-27). Each course layers new skills onto prior foundations.

NGSS crosscutting concepts as vertical coherence. Seven crosscutting concepts, including cause and effect, systems and system models, and stability and change, serve as a unifying thread across all four years. Teachers reference these concepts in lesson objectives and laboratory debriefs, helping students recognize that the same analytical patterns apply across disciplines.

Argumentation and GLAD strategies. Scientific argumentation is woven through every course. Students engage in structured debates, peer review of lab conclusions, and Claim-Evidence-Reasoning writing protocols. GLAD strategies support discourse for English Learners: signal words are introduced with each lesson, academic vocabulary is displayed on word walls with visual sketches, and sentence frames scaffold participation.

C. Named Curricula, Materials, and Technology

AP Classroom provides curriculum frameworks, question banks, and formative progress checks for all AP science courses. Laboratory equipment is maintained for each course: field sampling kits for AP Environmental Science, microscopy and gel electrophoresis for AP Biology, and analytical balances and titration glassware for AP Chemistry. The California Science Test (CAST) is administered to all twelfth graders. NWEA MAP assessments provide quarterly growth data.

D. Course Descriptions

AP Environmental Science (Grade 9). AP Environmental Science introduces the scientific study of the natural world and the impact of human activity on environmental systems. Students explore energy transfer, interactions between Earth systems, and sustainability. Field-based inquiry is central: students collect water quality samples, conduct biodiversity surveys, and analyze land-use data from local Oakland sites.

AP Biology (Grade 10). AP Biology extends scientific reasoning to the molecular, cellular, organismal, and ecological levels. The course is organized around four big ideas: evolution, cellular processes, genetics and information transfer, and interactions within biological systems. Students conduct investigations including enzyme kinetics assays, cell respiration measurements, and population genetics simulations.

AP Chemistry (Grade 11). AP Chemistry anchors the third year with rigorous quantitative reasoning. Repositioned from tenth to eleventh grade for 2026-27, students enter with the algebraic skills necessary for stoichiometric calculations, equilibrium expressions, and thermodynamic analysis. Students perform titrations, calorimetry experiments, and spectrophotometric analyses.

Honors Biology is also offered alongside AP Biology for students building foundational laboratory skills before advancing to upper-level science coursework. The complete science course sequence, including Honors sections, appears in *Appendix viii - Course Offerings List.*

E. Assessment

Science assessment operates on three tiers: the California Science Test (CAST) for twelfth graders, AP examinations measuring college-level mastery, and internal Cycles of Inquiry using NWEA MAP data, unit assessments, and lab practical evaluations. Lab practicals evaluate students' ability to execute procedures, collect accurate data, and draw evidence-based conclusions. Teachers disaggregate results by subgroup during quarterly data meetings to ensure targeted intervention for English Learners, students with disabilities, and historically underperforming groups.

College and Career Readiness

AIMS College Prep High School's academic program is designed to prepare students for graduation, A-G eligibility, four-year college acceptance, and postsecondary success. College and career readiness is embedded throughout the high school experience through planned course sequencing, Honors and Advanced Placement coursework, academic counseling, college application support, concurrent enrollment opportunities, career-connected learning, and credit recovery systems when needed.

College Counseling Model

Two full-time academic counselors serve students in grades 9–12. Counselors support course scheduling, academic progress monitoring, report card review, family communication, Student Study Team referrals, college counseling, and postsecondary planning.

Each student maintains a Student Academic Plan tracker documenting progress toward A-G requirements, AIMS graduation requirements, and state graduation requirements. Students who are on track receive individual counseling support at least annually. Students with IEPs, students at risk of course failure, and students demonstrating other academic, attendance, or behavioral risk indicators receive more frequent check-ins, including weekly or biweekly support when appropriate. Because UC/CSU A-G eligibility requires grades of C or higher in approved courses, counselors and school staff monitor course performance closely and intervene when students are at risk of falling off track.

Career Technical Education and Career-Connected Learning

AIMS is expanding career-connected learning during the charter term through its Golden State Pathways Program implementation grant. The Design and Engineering pathway, offered through a partnership with Berkeley City College, is currently operational. Additional pathways are under development during the renewal term and are informed by student interest data, postsecondary planning priorities, and regional workforce opportunities.

The BUILD entrepreneurship and leadership program further supports career exposure by engaging students in project-based business learning, entrepreneurship, and leadership development.

World Language

AIMS offers French and Mandarin coursework to support language development, cross-cultural competency, and A-G completion in the "E" subject area. Mandarin instruction is a distinctive feature of the school's program and reflects AIMS' connection to Oakland's Asian American communities. Students may progress through introductory and intermediate coursework, with AP Mandarin available for students who demonstrate readiness for advanced language study. Instruction emphasizes interpersonal communication, interpretive reading and listening, presentational speaking and writing, vocabulary development, grammar, and cultural understanding.

Visual and Performing Arts

AIMS provides visual and performing arts coursework to support creative expression, cultural literacy, collaboration, and A-G completion in the "F" subject area. Offerings include Art and AP Art Studio. VAPA instruction supports students in developing technical skills, creative discipline, performance and presentation skills, critique practices, and appreciation for artistic traditions.

Physical Education and Health

AIMS provides physical education, strength and conditioning, and health coursework to support student wellness, physical literacy, and healthy decision-making. These courses reinforce the school's broader emphasis on responsibility, discipline, teamwork, and lifelong wellness. Health instruction supports students in developing knowledge and skills related to personal health, mental health, nutrition, substance abuse prevention, relationships, and safety.

College Pathways, Electives, and Career Technical Education

AIMS provides elective and pathway coursework designed to expand student exposure to college, career, leadership, and applied learning opportunities. Courses and programs include AP and SAT Test Prep, College Planning, Student Government and Leadership, and Dual Enrollment. The BUILD entrepreneurship and leadership program provides additional career exposure through project-based business learning. These offerings support student exploration, leadership development, postsecondary planning, and applied problem-solving.

Concurrent Enrollment and Postsecondary Partnerships

AIMS partners with the Peralta Community College District to provide students with access to college-level coursework. Through concurrent enrollment, students may enroll in Peralta courses and participate in college coursework while still enrolled at AIMS. The school's block schedule supports access to these opportunities within the regular school program.

AIMS also maintains partnerships that expand postsecondary access and career exposure, including:

- Sonoma State University, which provides guaranteed acceptance opportunities for eligible AIMS applicants.
- Genesys Works, which provides internship opportunities for 11th-grade students at professional organizations.
- Peralta Community College District, which supports concurrent enrollment and transfer pathways for students who begin at community college before transferring to four-year institutions.

Credit Recovery and Graduation Progress Monitoring

Students who have not met course requirements may complete credit recovery through accredited online platforms or in-person summer courses. Students must demonstrate required mastery to earn credit.

Credit recovery is integrated into the school's broader graduation progress monitoring system. Counselors use academic records, Student Academic Plan trackers, grades, and family communication to identify students who need additional support and to ensure that students remain on track for graduation, A-G completion, and postsecondary planning.

Postsecondary Outcomes

AIMS' college and career readiness model is reflected in the school's 2025 California School Dashboard College/Career Indicator. In 2025, AIMS College Prep High School earned a College/Career Indicator rate of 88.2%, placing the school in Green performance status. This outcome reflects the school's emphasis on A-G completion, advanced coursework, college readiness, career-connected learning, and sustained academic counseling. Additional postsecondary outcomes and comparative performance data are addressed in the Performance Report and related renewal materials.

Daily Schedule and Instructional Time

AIMS College Prep High School is refining its bell schedule for 2026-27 to expand access to college-preparatory coursework, concurrent enrollment, designated English Language Development, advisory, protected intervention periods, and student support. The school is moving toward an extended-block model that lengthens core instructional periods while preserving daily access to required subjects. The final master schedule will be configured to deliver at least the minimum annual instructional minutes required for grades 9-12 under California Education Code sections 46141, 46207, and 47612.5; to provide the time each A-G and graduation-required course needs; and to ensure that English Learners, students with disabilities, and students needing credit recovery can access designated ELD, specialized support, physical education, and remediation without displacing any A-G core course. The bell schedule in *Appendix vii* reflects the current working model. The final master schedule is being finalized through a collaborative process involving the high school leadership team, the Director of Teaching and Learning, and instructional staff, and will be completed prior to implementation.

On Fridays, students attend four 61-minute compressed blocks. The Friday school day runs from 8:30 a.m. to 1:30 p.m. The early dismissal provides a weekly professional learning window for teaching staff.

Academic Calendar

The 2026–27 academic calendar was approved by the AIMS Board of Trustees on April 22, 2026. The school year begins on August 11, 2026 and ends on June 11, 2027, with semester end dates on January 15, 2027 and June 4, 2027. Graduation is scheduled for June 9, 2027.

The calendar includes summer school, staff orientation, quarterly grading periods, scheduled staff development days, weekly Friday professional learning time, and summer leadership professional development. The full academic calendar is included in *Appendix vi - Academic Calendar*.

Student Life, Athletics, and Extracurricular Programs

AIMS College Prep High School provides extracurricular and co-curricular programs that support student leadership, belonging, school culture, and development beyond the academic program.

Student Government and Clubs

The Student Government Association leads student activities, elevates student concerns, and plans school events such as spirit week, pep rallies, homecoming, and prom. Student Body Officers and Class Officers are elected by their peers each semester. Recognized clubs and organizations include the Black Student Union, National Honor Society, Key Club, Interact Club, and the Bay Area Urban Debate League. Chartered clubs require a minimum of five active members, a 3.0 GPA for officers, and an on-campus faculty advisor.

Athletics

The Athletics Department, founded in 2017, provides competitive interscholastic sports including cross country, soccer, basketball, volleyball, swimming, and badminton for boys and girls. Since its founding, AIMS teams have earned four varsity championships, five JV championships, and two CIF-Oakland

Section championships. All athletes must maintain minimum GPA and attendance standards to remain eligible for competition. Athletic participation reinforces the AIMSTRONG values of teamwork, strength, grit, and responsibility.

School Culture and Community Building

AIMS builds school culture through regular community events including spirit weeks, music at lunch, pep rallies, dances, and recognition assemblies. The school's biweekly Enrichment Saturdays provide field trips, club rotations, and community-building activities alongside the Academic Saturday program. These events complement the academic program by fostering belonging, school connectedness, and peer relationships that support student persistence and engagement.

Social-Emotional Learning, Counseling, and Restorative Practices

AIMS College Prep High School provides social-emotional and counseling supports through a multi-layered staffing model. The Dean of Students partners with a dedicated SEL counselor to provide individual and small-group support, facilitate restorative conversations, and lead school culture initiatives.

SEL Curriculum and School Culture

The school implements CharacterStrong as its SEL curriculum and reinforces social-emotional development through the Golden E.A.G.L.E.S. values (Engagement, Accountability, Growth Mindset, Leadership, Empathy, Service) and the AIMSTRONG Learner Profile. Beginning in 2026-27, a dedicated advisory class provides a regular period for social-emotional instruction, mentoring, goal-setting, and community building for all students. Panorama Education surveys, administered twice yearly to students, staff, and families, measure school climate, sense of belonging, safety, and engagement, providing quantitative data that informs school improvement planning.

Academic Counseling

Two full-time academic counselors serve students in grades 9 through 12, supporting course scheduling, academic progress monitoring, college planning, and Student Study Team referrals. The counseling model is described in detail in the College and Career Readiness section above.

Restorative Practices

Restorative practices are embedded in the school's approach to discipline and student support. When conflicts arise, the SEL counselor and Dean of Students facilitate structured restorative conversations following a defined protocol: gathering information from involved parties separately, confirming voluntary participation, establishing communication guidelines, facilitating dialogue focused on needs and repair, and developing concrete agreements. This approach supports accountability while helping students remain connected to the school community and engaged in learning. The full restorative practices protocol and progressive discipline framework are described in the MTSS section below.

Family Engagement and Consultation

AIMS College Prep High School maintains active communication systems, advisory structures, and engagement opportunities that ensure families and students have a voice in the school's educational program and operations.

Communication and Progress Monitoring

The school communicates student progress through multiple channels. Teachers update PowerSchool gradebooks weekly, giving families real-time access to grades, assignments, and attendance. Progress reports are distributed regularly throughout the school year, and report cards are issued quarterly. Student-led conferences provide an additional opportunity for students to present their academic progress, reflect on their learning goals, and discuss next steps with their families and teachers.

School Climate and Satisfaction Surveys

AIMS administers Panorama Education surveys twice yearly to students, staff, and families to inform school improvement planning (described in the Social-Emotional Learning section above).

Chronic Absenteeism and Family Connection

The Community Outreach Manager leads the school's chronic absenteeism intervention program, conducting home visits, coordinating attendance letters, facilitating family meetings, and connecting families to community resources and social services.

LCAP Stakeholder Engagement

AIMS engages families and staff in the development of its Local Control and Accountability Plan through a structured annual consultation process. Engagement activities include staff drop-in sessions, Board Townhalls, community meetings, and staff and family surveys conducted each spring. Input gathered through these activities directly informs LCAP goal-setting, resource allocation, and program priorities.

Parent Advisory Structures

Families participate in school governance and program oversight through several standing bodies. AIMS Parents United provides a forum for parent leadership, community building, and family input on school priorities. The LCAP Advisory Committee advises the school on accountability plan development. The School Site Council meets monthly to review school programs, budgets, and improvement strategies. These advisory structures ensure that parents and guardians have regular, meaningful opportunities to consult with school leaders and teachers regarding the school's educational programs, consistent with Education Code section 47605(d).

Professional Development

Professional development at AIMS College Prep High School is driven by The AIMS Way Plan and organized around its four pillars: Rigorous Standards-Based Instruction, Targeted Assessment and Differentiation, Safe and Joyful Learning Environment, and Collaborative and Effective Learning Community. AIMS treats professional development as an ongoing improvement system rather than a set

of isolated training days. Professional learning is embedded through summer orientation, weekly collaboration time, quarterly Cycles of Inquiry, organization-wide professional development days, classroom observation and feedback, and external data support.

Summer Orientation and Annual Launch

Each school year begins with summer professional development and staff orientation. During this period, staff are introduced to annual instructional priorities, schoolwide culture systems, compliance requirements, curriculum expectations, assessment systems, student support procedures, and AIMS Way implementation priorities. New teacher orientation is embedded within the broader summer professional development structure so that new staff receive training on instructional expectations, student support systems, and schoolwide procedures alongside returning staff.

Quarterly Cycles of Inquiry

The school's primary professional learning structure is the quarterly Cycle of Inquiry. Each cycle follows a Plan, Implement, Analyze, Reflect process. Teacher teams set SMART goals based on student performance data, identify targeted instructional practices, implement those practices, review student outcomes, and determine instructional adjustments for the next cycle. Department teams use cycle workbooks to document goals, implementation actions, data trends, reflection, and next steps.

The four-cycle calendar is aligned to the school's assessment system. Cycle 1 opens the year with baseline data, including NWEA MAP Growth results, allowing teams to set initial inquiry goals and form differentiated student groupings. Cycle 2 uses mid-year data to track progress and adjust instructional approaches. Cycle 3 incorporates SBAC Interim Comprehensive Assessment data as a state-aligned progress check. Cycle 4 uses end-of-year data and summative assessment results to inform final adjustments, summer planning, and priorities for the next school year.

Teacher voice is central to the Cycle of Inquiry process. Department teams select inquiry foci based on the learning needs observed in their classrooms, set SMART goals anchored in student performance data, and identify instructional practices to investigate during the cycle. This design ensures that professional development responds to classroom-level priorities while remaining aligned to schoolwide goals. Each cycle concludes with an Exhibition of Learning, in which department teams present inquiry findings, data analysis, instructional reflections, and next steps to cross-departmental colleagues.

Weekly Collaboration and Professional Learning Time

The bell schedule supports ongoing professional learning by reserving Friday afternoons for teacher collaboration. Students are released early on Fridays, allowing teachers to engage in department-level collaboration, data analysis, pacing guide adjustment, lesson planning, and instructional practice refinement. In addition, the approved academic calendar includes organization-wide professional development days distributed throughout the school year.

Coaching, Evaluation, and New Teacher Support

AIMS supports teacher growth through a layered coaching model. The Director of Teaching and Learning conducts regular walkthroughs using AIMS Way instructional look-fors, including standards posting, data wall usage, GLAD strategy deployment, and checks for understanding. Walkthrough data is aggregated to identify schoolwide instructional trends and inform professional development priorities. Department chairs serve as first-line instructional mentors within their content areas. Peer classroom visits support collegial learning. Beginning in 2026–27, AIMS is implementing a California Standards for the Teaching Profession evaluation system to provide a consistent, standards-based framework for formal teacher feedback and professional growth planning.

New teachers receive layered support designed to accelerate their effectiveness. The year begins with summer Bootcamp, during which all staff are introduced to AIMS Way instructional priorities, culture systems, assessment protocols, and student support procedures. Throughout the school year, department chairs provide ongoing mentoring, including regular check-ins, co-planning, and targeted feedback. New teachers participate in structured observation cycles with focused feedback on instructional look-fors. AIMS also supports credentialing pathways by providing financial assistance for teachers completing credential programs.

External Partnerships and Training

Professional development is closely connected to the school's assessment and accountability systems. Teachers and leaders use NWEA MAP Growth, curriculum-aligned benchmarks, SBAC interim and summative assessment data, ELPAC, CAST, classroom evidence, and final course outcomes to identify student needs and adjust instruction. Data analysis sessions, including support from an external data consultant, help teams examine trends, identify students requiring intervention, and refine instructional plans.

AIMS partners with external organizations to supplement its internal professional learning. An external data consultant facilitates quarterly data analysis sessions and supports the Community of Practice. The school uses the Teach Like a Champion framework for quarterly professional development focused on high-leverage instructional techniques. Staff receive BeGLAD training in Guided Language Acquisition Design strategies, supplemented by in-person sessions. Curriculum vendors for adopted instructional materials provide initial and ongoing training to support effective implementation.

Measuring Professional Development Effectiveness

AIMS measures the effectiveness of professional development through multiple indicators, including classroom walkthrough data, implementation of agreed-upon instructional practices, Cycle of Inquiry outcomes, student assessment results, and staff feedback. These measures help school leaders determine whether professional learning is improving classroom practice and contributing to student academic growth.

Charter School Goals and Actions to Achieve the Eight State Priorities

AIMS College Prep High School addresses the Eight State Priorities through its Local Control and Accountability Plan ("LCAP"). The LCAP provides a reasonably comprehensive description of the school's annual goals, measurable outcomes, pupil subgroup goals, and specific annual actions aligned to the priorities described in Education Code section 52060(d), in accordance with Education Code section 47605(c)(5)(A)(ii).

The current LCAP is on file with the Office of Charter Schools and is included as *Exhibit 1 - LCAP*.

AIMS College Prep High School shall annually develop, review, and update its LCAP in accordance with Education Code section 47606.5 and shall use the template adopted by the State Board of Education. AIMS shall submit the LCAP to the Office of Charter Schools annually on or before July 1, as required by Education Code section 47604.33.

The school may establish additional school-specific goals, outcomes, metrics, and actions, or amend existing school-specific goals, outcomes, metrics, and actions, during the charter term in response to student needs, performance data, stakeholder input, and applicable state and local accountability requirements.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter. The LCAP shall be maintained by the school and made available consistent with applicable law.

Academically Low-Achieving Students

AIMS College Prep High School identifies academically low-achieving students through multiple indicators, including course grades, progress reports, NWEA MAP Growth results, benchmark assessments, classroom performance, teacher observation, attendance patterns, and progress toward graduation and A-G eligibility. Students earning one or more grades of C- or lower may be flagged for academic concern, and students earning grades below C in A-G approved courses are prioritized for intervention because of the potential impact on UC/CSU eligibility. Students whose NWEA MAP scores fall below grade-level benchmarks are also reviewed for additional academic support.

Students identified as academically low-achieving may or may not qualify for special education services. AIMS educates students in the general education program to the maximum extent appropriate and does not track students into separate low-achievement academic pathways. Instead, the school maintains high academic expectations while providing differentiated instruction, intervention, English Learner supports, special education services, counseling, and progress monitoring to help students access and succeed in the college-preparatory program.

Students who need additional academic support are served through the school's Multi-Tiered System of Supports framework, described in the section below. Students first receive classroom-based supports, reteaching, differentiation, and progress monitoring. Students who need more intensive support may receive targeted small-group intervention, extended learning opportunities, counseling check-ins, family conferences, and, when appropriate, referral to the Student Study Team for additional problem-solving.

Intervention supports available to academically low-achieving students include:

- Faculty Office Hours: Teachers hold regular office hours for reteaching, individualized instruction, make-up work, and reassessment opportunities as appropriate.
- After-School Tutoring: School staff provide small-group intervention focused on current coursework, prerequisite skills, and skill remediation.
- Saturday School: Credentialed staff provide targeted academic intervention and additional instructional time for students requiring support.
- Extended Learning: Winter and Spring Break academies and summer programming provide additional instructional time for students who need support meeting course, credit, or skill expectations.
- Credit Recovery: Students who have not met course requirements may complete credit recovery through approved platforms or in-person courses, as described in the Credit Recovery section.
- Counseling and Progress Monitoring: Academic counselors monitor grades, A-G progress, and graduation status and provide more frequent check-ins for students at risk of falling off track.

Student progress is reviewed through grading-period progress reports, benchmark data reviews, counselor monitoring, department collaboration, and Cycle of Inquiry meetings. Faculty collaborate during scheduled meetings and department collaboration time to identify areas of need and refine intervention strategies. Progress reports, family communication, and conferences ensure that families are informed and engaged in supporting student achievement.

Multi-Tiered System of Supports (MTSS)

AIMS College Prep High School operates a Multi-Tiered System of Supports designed to identify and respond to students' academic, behavioral, attendance, and social-emotional needs. The MTSS framework aligns with The AIMS Way Plan and integrates academic intervention, PBIS, restorative practices, English Learner services, special education referral pathways, attendance intervention, counseling, and family engagement into a coordinated system of support.

The MTSS leadership structure includes school and organizational leaders responsible for instruction, student support, English Learner services, special education, extended learning, and family outreach. Staff and families may raise concerns through the school's referral process. The Student Study Team reviews referrals, identifies appropriate supports, monitors intervention progress, and determines when additional problem-solving or evaluation may be needed. Students may move between tiers as data indicate increased or reduced need.

Tier 1: Universal Supports

Tier 1 supports are provided to all students through the general education program. These supports include standards-based instruction, differentiated classroom practices, regular checks for understanding, progress monitoring, GLAD strategies, academic language development, clear behavioral expectations, PBIS, restorative practices, social-emotional learning, and regular family communication.

Academic progress is monitored through classroom assessments, progress reports, report cards, benchmark assessments, and NWEA MAP Growth assessments. PowerSchool is updated regularly so students and families can monitor academic standing. Schoolwide behavioral expectations are reinforced through the Golden E.A.G.L.E.S. values, and social-emotional learning is supported through CharacterStrong, advisory, student recognition, and community-building practices.

Tier 2: Targeted Interventions

Tier 2 supports are provided to students who need additional support beyond universal classroom instruction and schoolwide systems. The SST process serves as a primary mechanism for reviewing student needs, confirming that Tier 1 supports have been implemented, and identifying targeted interventions.

Tier 2 academic supports may include small-group tutoring, teacher office hours, individualized action plans based on assessment data, Saturday academic support, intersession academies, summer programming, and targeted skill remediation. Students whose assessment data indicate significant academic need may receive individualized learning plans and more frequent progress monitoring.

Tier 2 behavioral and social-emotional supports may include Check-In/Check-Out mentoring, restorative conversations, counseling check-ins, family meetings, and targeted behavior supports. Progress is reviewed through grading data, assessment results, staff input, family communication, and Cycle of Inquiry checkpoints.

Tier 3: Intensive Supports

Tier 3 supports are provided to students with more intensive or persistent needs. These supports may include individualized academic intervention, targeted literacy or mathematics support, credit recovery, individual counseling, behavior intervention planning, intensive family engagement, external referrals, and increased monitoring by school support staff.

When a student does not make adequate progress despite intensive, evidence-based Tier 2 and Tier 3 interventions, the MTSS team may consider a referral for a special education evaluation. Parents/guardians also maintain the right to request an assessment for special education eligibility at any time. When a formal referral for special education evaluation is initiated by either school staff or a parent/guardian, the Charter School will develop and provide the parent/guardian with a proposed Assessment Plan within the statutory 15-day timeline (excluding school vacation periods greater than five days), accompanied by a copy of procedural safeguards. While an SST meeting may be scheduled concurrently to discuss universal and tiered supports, the SST process shall never be used to delay, deny, or extend the statutory timelines required for special education evaluation, eligibility determination, and IEP development.

Attendance Within MTSS

Attendance intervention is integrated into the MTSS framework. The school monitors attendance patterns and responds through a graduated system of support that may include wellness checks, family outreach, attendance letters, parent meetings, Student Attendance Review Team referrals, and, when necessary,

escalation to the Student Attendance Review Board process. AIMS also works to address access barriers, including transportation needs, through available student supports.

MTSS Data Cycle

AIMS' MTSS framework operates through regular data review and quarterly Cycles of Inquiry. School teams review referral data, attendance data, academic performance, assessment results, intervention participation, and progress-monitoring evidence to evaluate whether supports are effective. Students who do not demonstrate adequate progress after a defined period of targeted intervention are considered for more intensive supports, additional SST review, or referral for evaluation when appropriate.

AIMS monitors the effectiveness of MTSS by tracking intervention participation, progress monitoring documentation, student academic growth, attendance improvement, behavioral data, and movement between tiers. This data-driven process supports timely intervention and helps ensure that students receive the level of support necessary to access the school's college-preparatory program.

Progressive Discipline Framework

AIMS College Prep High School implements a five-level progressive discipline framework aligned with PBIS principles. The framework prioritizes the lowest effective level of intervention, keeping students in classrooms and connected to learning.

At Level 1, teachers lead instructional responses within the classroom, including redirection, re-teaching of expectations, restorative language, private prompts, in-class reset time, positive acknowledgment, and brief family contact. Level 2 responses involve team and administrative support: parent or guardian meetings, supervised partner-classroom time-outs, privilege adjustments, Daily Progress Reports, mentoring, Check-In/Check-Out protocols, detention with targeted skill instruction, counselor referrals, brief Functional Behavior Assessments, initial Behavior Intervention Plans, and restorative circles or mediation. Level 3 responses are formal and documented, involving limited removal: In-School Suspension of one to three days with an academic plan and skills instruction, expanded Functional Behavior Assessments, safety plans, Student Study Team referrals, mental health support, and reintegration planning. Level 4 responses address serious incidents and may include Out-of-School Suspension of up to ten days and comprehensive review. Level 5 responses are reserved for situations involving imminent serious harm and may include extended removal or, in rare cases, a recommendation for expulsion with full due process protections.

In the current school year, AIMS College Prep High School has issued approximately five suspensions, reflecting the framework's effectiveness in resolving the vast majority of behavioral concerns through lower-level, instructional, and restorative responses.

Behavioral Tiered Services

The MTSS framework includes a parallel behavioral tier structure operating alongside academic supports. At Tier 1, the school establishes universal behavioral expectations through PBIS, the Golden E.A.G.L.E.S. values, consistent classroom routines, active supervision, and explicit instruction in behavioral expectations. The school uses Yondr cell phone pouches to minimize device-related

disruptions during instructional time. Positive recognition reinforces expected behavior: Student of the Month awards aligned to E.A.G.L.E.S. values, Perfect Attendance recognition, Most Improved awards, and honor roll celebrations create a culture where meeting expectations is visible and valued.

At Tier 2, students who need additional behavioral support receive Check-In/Check-Out mentoring with a designated staff member, brief Functional Behavior Assessments to identify the function of concerning behaviors, initial Behavior Intervention Plans with specific strategies and measurable goals, structured restorative conversations, and family partnership meetings. At Tier 3, students with intensive or persistent behavioral needs receive comprehensive Functional Behavior Assessments, individualized Behavior Intervention Plans with frequent progress monitoring, behavior contracts, wraparound services coordinated across school staff and family, and referrals to community agencies for specialized services.

Restorative Practices Protocol

When conflicts arise, AIMS follows a structured restorative conversation protocol. Staff first gather information from each involved party separately to understand perspectives and assess readiness. Before convening a joint conversation, staff confirm that all participants are willing to engage voluntarily. The facilitator establishes communication guidelines: participants may speak freely, but disrespectful language is not permitted, and the facilitator reserves the right to pause the conversation if it escalates. The dialogue focuses on understanding what happened, acknowledging impact, and identifying what each person needs to move forward. Outcomes are documented with concrete agreements for repairing the relationship. If the conversation does not resolve the concern, the school escalates to family involvement and additional supportive consequences. Teachers also facilitate restorative conversations at the classroom level for lower-level conflicts, extending the practice beyond administrative intervention.

Chronic Absenteeism Supports

AIMS takes a root-cause approach to chronic absenteeism, recognizing that patterns of absence frequently reflect transportation barriers, mental health challenges, or difficult home situations rather than simple disengagement. The school provides specific supports to reduce access-related absences: all students under age 18 receive free public transit passes through AC Transit, and students with Individualized Education Programs who require specialized transportation receive door-to-door service. When students are absent for consecutive days, the Community Outreach Manager conducts wellness checks and home visits to assess student safety and connect families with resources.

Attendance intervention follows a graduated response aligned to state law, including truancy notification, Student Attendance Review Team referrals, family meetings, and, when necessary, Student Attendance Review Board hearings. The school exhausts supportive interventions, including counseling, mentoring, tutoring, and community-based supports, before any formal escalation.

Equity Monitoring and School Safety

AIMS monitors discipline and attendance data for disproportionality across race, ethnicity, language, disability status, gender identity, and other protected characteristics. When data reveal patterns of unequal impact, school leadership reviews current practices, examines contributing factors, and adjusts procedures, training, or supports to ensure equitable application of behavioral expectations across all student groups.

AIMS does not employ School Resource Officers. Law enforcement is contacted only when there is an imminent safety threat or evidence of criminal conduct. Routine attendance and discipline matters are handled entirely through school-based supports.

Academically High-Achieving Students

AIMS College Prep High School identifies academically high-achieving students through multiple indicators, including performance at the "Standard Exceeded" level on CAASPP assessments, NWEA MAP Growth scores at or above the 75th percentile, strong course grades, AP readiness indicators, classroom performance, teacher recommendation, completion of advanced coursework, and demonstrated readiness for accelerated or extended academic work.

AIMS' college-preparatory model provides a rigorous academic foundation for all students. High-achieving students are not separated into a different academic program. Instead, they are supported in extending their learning through advanced coursework, differentiated classroom instruction, concurrent enrollment, academic competitions, leadership opportunities, individualized college planning, and ongoing progress monitoring.

Advanced coursework and acceleration: The school's AP vertical teaming model builds analytical reading, academic writing, quantitative reasoning, and critical thinking skills progressively across grades 9–12. High-achieving students may access additional Honors and Advanced Placement coursework based on readiness, prerequisites, and scheduling availability, including courses such as AP Statistics and other advanced offerings. Beginning in 2026–27, Honors-level courses in selected subjects for grades 10–12 provide additional rigor and preparation for AP-level work. Students demonstrating readiness may also pursue accelerated or supplemental coursework through concurrent enrollment.

Concurrent and dual enrollment: Through the Peralta Community College District partnership, high-achieving students may access college-level coursework through concurrent enrollment and, when course seats are available, through dual enrollment under the school's College and Career Access Pathways (CCAP) agreement. CCAP course offerings are based on availability each term and are not guaranteed; AIMS requests CCAP courses each semester and supplements with asynchronous online concurrent enrollment courses that serve as dual enrollment options (described in the Concurrent Enrollment and Postsecondary Partnerships section above).

Differentiated instruction and extension: Teachers use NWEA MAP Growth data, classroom assessments, student work, and classroom performance to identify students who are ready for additional challenge. Within the general education classroom, teachers may provide extension tasks, advanced problem sets, independent research opportunities, deeper analytical writing assignments, advanced texts, leadership roles in collaborative work, and opportunities for students to apply learning in more complex ways. Teachers also use questioning, discourse, and writing tasks to push high-achieving students toward higher levels of analysis, synthesis, justification, and application.

Academic competitions and enrichment: AIMS participates in academic enrichment opportunities such as the Mathematical Association of America's AMC 10 and AMC 12 competitions, providing advanced mathematics students with exposure to problem-solving beyond the standard curriculum. Students may

also participate in co-curricular opportunities such as the National Honor Society, Student Government Association, Bay Area Urban Debate League, and academic clubs, where they apply their skills in competitive, collaborative, civic, and leadership contexts.

Leadership and service: High-achieving students are encouraged to extend their learning through mentorship, leadership, and service. Through student government, clubs, peer collaboration, academic teams, and schoolwide activities, students have opportunities to lead projects, support peers, represent student voice, and contribute to the broader AIMS community. These opportunities align with the AIMSTRONG Learner Profile and reinforce the expectation that academic achievement is paired with responsibility, integrity, teamwork, and service.

College planning for selective pathways: Academic counselors support high-achieving students in identifying reach institutions, honors programs, selective college pathways, scholarship opportunities, and application strategies aligned to each student's academic record and postsecondary goals. Counselors also support students in using AP coursework, concurrent enrollment, leadership experiences, service, and extracurricular accomplishments to build competitive college applications.

Progress monitoring: AIMS monitors the continued growth of high-achieving students through course grades, AP performance, NWEA MAP Growth, benchmark assessments, teacher feedback, counselor review, and Student Academic Plan tracking. This monitoring helps staff identify when students need additional challenge, advanced coursework, targeted advising, or opportunities for enrichment beyond the standard course sequence.

English Learners

AIMS College Prep High School operates a comprehensive English Learner program designed to ensure that English Learners develop English proficiency while maintaining full access to the school's rigorous, college-preparatory curriculum. AIMS uses "multilingual" and "emerging multilingual learner" framing consistent with current California educational language to affirm the linguistic assets students bring to the classroom, while maintaining "English Learner" terminology as required by the Education Code and state reporting systems. The program currently serves 71 English Learners, representing 19% of enrollment, including newcomer students and Long-Term English Learners.

On the 2025 California School Dashboard, AIMS College Prep High School achieved Blue performance status on the English Learner Progress Indicator, with 76.7% of English Learners making progress toward English language proficiency. This represented an increase of 55.2 percentage points from the prior year. Long-Term English Learner progress also reached Blue performance status at 79.5%.

Identification and Initial Assessment

English Learner identification begins with the Home Language Survey, administered upon enrollment. Students whose surveys indicate a home language other than English are assessed using the ELPAC Initial Assessment. The Initial ELPAC assessment window runs year-round from July 1 through June 30, ensuring that mid-year enrollees, including newcomer students, receive timely assessment and placement into appropriate English Language Development services.

Designated English Language Development

Designated English Language Development is provided through a separate class period for students who are not yet fluent in English. AIMS uses the National Geographic Lift curriculum, levels Intro through 3, adopted in 2024, to provide content-rich language instruction designed for secondary students. Instruction is delivered in small groups by credentialed ELD staff. AIMS attributes recent gains in English Learner progress in part to the return to smaller-group designated ELD instruction, targeted ELD staffing, closer monitoring of student language development, and improved ELPAC testing procedures that provide students with a more consistent and supportive testing environment than in prior administrations.

The high school ELD program is staffed by one full-time credentialed ELD teacher who delivers designated ELD instruction, and one ELD Manager at the director level who oversees program design, ELPAC administration, teacher training, reclassification procedures, and internal professional development. A bilingual support staff member assists with ELPAC testing logistics and provides small-group instruction for Cantonese-speaking newcomers. All ELD instructional staff hold appropriate California credentials or authorizations for English Learner instruction.

Instruction within the designated ELD class is differentiated by ELPAC proficiency band. Students at the Emerging level (ELPAC Level 1) focus on foundational oral language development, phonics and phonological awareness, survival vocabulary, basic sentence construction, and comprehension routines supported by visual aids, gestures, and graphic organizers. These students are placed into National Geographic Lift Intro and Welcome levels. Students at the Expanding level (ELPAC Levels 2 and 3) build academic vocabulary, develop paragraph-level writing, and engage in structured academic discourse through collaborative discussion protocols and gradual release of scaffolds. These students work in Lift Levels 1 and 2. Students at the Bridging level (ELPAC Levels 3 and 4 approaching reclassification) produce complex academic writing, acquire disciplinary vocabulary, and participate in grade-level discussions with minimal scaffolding. Bridging students are placed in Lift Level 3 and receive targeted preparation for reclassification. The ELD Manager reviews ELPAC scores and formative assessment data to place and regroup students across proficiency bands as they progress. Across the Expanding and Bridging levels, building reading comprehension skills and strategies is a central focus of the designated ELD class.

Within the eight-period block schedule, an English Learner at AIMS attends all core courses, including AP and Honors sections, alongside general education peers. These content-area classes serve as the primary setting for integrated ELD through GLAD strategies. The student receives one period of designated ELD instruction through the Lift curriculum in a small group of no more than 12 students. The designated ELD period replaces one elective, never a core academic class, ensuring that English Learners maintain full access to the college-preparatory course sequence. English Learners access the same electives, physical education, advisory, and support courses available to all students.

Integrated English Language Development

Integrated ELD is delivered through GLAD strategies embedded across content-area instruction. GLAD strategies, including front-loaded vocabulary instruction, sentence frames, visual supports, structured interaction, and signal word repetition, are integrated into daily instruction to help English Learners

access grade-level content while developing academic language. These strategies also strengthen academic vocabulary, speaking, listening, reading, and writing for all students.

AIMS supports GLAD implementation through staff training, internal professional development, demonstration lessons, and classroom walkthroughs. The ELD Manager supports content-area teachers in implementing language-access strategies and monitoring the use of GLAD practices across classrooms.

As part of this phased implementation rollout, content-area teachers are refining their weekly instructional routines to explicitly introduce standards-aligned keywords before launching new content units. Shared organizational expectations are anchored by instructional posters in every learning space that delineate designated and integrated ELD responsibilities. To transition these expectations into a consistent habit of practice, the ELD Manager, in coordination with the Director of Teaching and Learning, is establishing a formalized GLAD Strategy Tracking Protocol. Moving forward, this framework will utilize weekly self-monitoring logs to provide the ELD Manager and district leadership with transparent trend data. This upcoming data stream will be used to systematically guide individualized coaching cycles, measure classroom implementation milestones, and strategically deploy targeted professional development to ensure network-wide compliance and instructional fidelity.

English Learner progress is monitored through ELPAC results, classroom performance, grades, benchmark assessments, teacher input, and progress toward reclassification.

Newcomer Supports

Newcomer students receive intensive language development support alongside their designated ELD instruction. Translanguaging instructional strategies intentionally honor students' primary home languages as vital cognitive resources while systematically building English proficiency through meaningful, content-connected practice. Students utilize embedded translation technologies, bilingual glossaries, and structured writing routines to engage with complex classroom content, allowing them to maintain grade-level conceptual learning in their primary language while rapidly acquiring academic English literacy.

Long-Term English Learner Supports

Long-Term English Learners receive targeted support through designated and integrated ELD, tutoring, digital language learning tools, and priority access to after-school intervention when appropriate. LTEL data indicate a need for continued targeted support, and students identified as LTEL may be reviewed through the SST process when additional academic, language, or social-emotional factors appear to affect progress. The LCAP establishes long-term improvement targets for LTEL performance aligned to academic growth and English language development.

Students at ELPAC Level 3 who have been classified as Long-Term English Learners receive enhanced services rather than being treated as close to reclassification without additional support. LTELs are prioritized for Student Study Team review to identify compounding factors, including gaps in prior schooling, social-emotional needs, or learning differences, that may be affecting language development alongside English proficiency. Digital learning tools, including Duolingo for conversational fluency, Rosetta Stone for structured language acquisition, and IXL for academic language and literacy practice,

supplement classroom instruction and provide individualized, self-paced learning opportunities outside of the designated ELD period.

Some students are identified as both English Learners and students with disabilities. For these dually-identified students, the ELD Manager and Special Education Manager coordinate services to ensure that language development needs and disability-related needs are addressed through complementary supports. IEP teams for dually-identified students include ELD input so that accommodations and goals account for English language proficiency alongside the student's disability. This coordination prevents conflicting service plans and ensures that neither set of needs is subordinated to the other.

Reclassification

In accordance with Education Code section 313(f), AIMS applies the following criteria when determining whether a student should be reclassified from English Learner to Reclassified Fluent English Proficient status:

- Assessment of English language proficiency using the Summative ELPAC, with an overall Level 4 required to initiate the reclassification process.
- Evaluation of curriculum mastery by classroom teachers and certificated staff with direct responsibility for instruction or placement decisions.
- Parent opinion and consultation, including notice of the reclassification process and encouragement of parent participation.
- Comparison of the student’s performance in basic skills against an empirically established range of performance based on English-proficient students of the same age.

The reclassification process documents ELPAC domain scores, CAASPP results, current reading level, report card grades, and teacher recommendations. When assessment scores present mixed indicators, the team reviews additional evidence before making a determination. AIMS does not apply a single hard CAASPP cutoff; the process is holistic and based on multiple measures.

Students who reclassify enter a four-year RFEP monitoring period during which grades, assessment results, and teacher observations are reviewed to ensure sustained English proficiency and continued academic progress.

The ELD Manager monitors English Learner progress through multiple measures on a continuous cycle. ELPAC Summative scores provide annual proficiency data, and the Initial ELPAC is administered year-round for new enrollees. NWEA MAP Growth Reading assessments, administered quarterly, track growth in reading comprehension and academic language. Classroom grades, progress reports, and teacher observations provide ongoing indicators of student performance in both designated and integrated ELD settings. Formative assessments aligned to the Lift curriculum track mastery of designated ELD content. Students who are not making expected progress are referred to the Student Study Team for review. Reclassified students (RFEP) are monitored for four years through grades, CAASPP scores, and teacher check-ins to confirm sustained proficiency.

ELAC and Family Supports

AIMS provides a 24/7 on-demand interpreting service available in all languages via phone or video. Families access the service through a simple PIN entry system, ensuring that language is never a barrier to communication between the school and home. ESL classes for parents and family members are offered in a virtual format to reduce access barriers. Parent-led home-language groups provide community-based support and connection among families who share a primary language. Translation resources, including digital translation devices, are provided directly to newcomer families to support student learning at home and parent engagement with school communications.

The District-Level English Learner Advisory Committee reviews and provides input on the annual Title III budget and Memorandum of Understanding. Title III funds support the interpreting service, ESL classes, translation devices and licensing, enrichment activities for ELD students, additional staffing hours for formative assessment administration, and the annual reclassification celebration.

Special Education

Special Education Program Overview

AIMS College Prep High School is committed to ensuring that students with disabilities receive a free appropriate public education in the least restrictive environment, consistent with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and applicable California law. Students with disabilities are provided access to the school's college-preparatory program and receive accommodations, modifications, related services, and specialized academic support as required by their Individualized Education Programs or Section 504 Plans.

AIMS participates in the El Dorado County Charter SELPA for special education support, compliance guidance, professional development, and related services coordination. The school works with the SELPA, families, service providers, and school staff to ensure that eligible students are identified, assessed, served, and monitored in accordance with applicable legal requirements. For more detail, see *Appendix xvi - SELPA Letter of Good Standing*.

AIMS College Prep High School bears full financial responsibility for the provision of special education services as the LEA of enrollment through the El Dorado County Charter SELPA. Funding for special education is drawn from federal Individuals with Disabilities Education Act (IDEA) Part B allocations received through the SELPA, state Assembly Bill 602 special education apportionment, and Mental Health Services Act funding where applicable. When the cost of serving students with disabilities exceeds the revenue generated through federal and state sources, AIMS supplements special education expenditures from unrestricted general fund revenues. AIMS budgets annually for special education staffing, contracted services, instructional materials, assistive technology, and related services to ensure that all IEP obligations are met without delay or reduction in service. AIMS is an independent local educational agency member of the El Dorado Charter SELPA and does not participate in OUSD's SELPA or special education fiscal pool.

Current Program and Staffing

As of the 2025–26 school year, AIMS College Prep High School serves approximately 19 students with active Individualized Education Programs, representing approximately 5% of enrollment. Disability categories served include Specific Learning Disability, Emotional Disturbance, Other Health Impairment, Speech or Language Impairment, and Traumatic Brain Injury.

The special education program is led by a Special Education Manager and supported by a team that includes credentialed Education Specialists, instructional aides, and related-service providers such as speech-language pathologists, occupational therapists, and counselors. Staffing is scaled to enrollment and to the services specified in students' Individualized Education Programs, and may be provided through a combination of in-house and contracted personnel as appropriate to student needs. AIMS is strengthening its child find, SST, referral, assessment, and family outreach systems to ensure that students suspected of having disabilities are identified and evaluated in a timely and legally compliant manner.

Service Delivery Model

Special education services are delivered primarily through a push-in and inclusive support model, with students participating in the general education program to the maximum extent appropriate. A dedicated Study Skills class is built into the block schedule for students whose IEPs require additional academic support, executive functioning support, or progress monitoring. This structure allows students to receive targeted support while preserving access to core academic instruction.

Related services, including speech-language services, occupational therapy, and counseling, are provided in accordance with each student's IEP. Services are scheduled in a manner that minimizes unnecessary loss of core instructional time while ensuring that students receive the services required to make progress toward their individualized goals. IEP teams review student progress toward annual goals and adjust services, accommodations, and supports as needed based on data and team input.

Students with disabilities participate fully in the school's college-preparatory model. The Education Specialist and instructional aides provide push-in support within AP and core academic classrooms, ensuring that students receive accommodations and modifications as specified in their IEPs without being removed from rigorous instruction. Students with IEPs also receive tutoring support from both general education and special education staff, in addition to the instructional aide support specified in their IEPs. The Study Skills class provides a dedicated period for IEP goal work, transition goal work for students aged 16 and older, executive functioning support, and assignment completion so that students are not pulled from core courses to receive specialized academic instruction. Assistive technology is provided as determined by the IEP team. These structures ensure that students with disabilities have equitable access to the full scope of the school's academic program, including Advanced Placement coursework, A-G requirements, and college and career readiness activities.

Identification, Referral, and Assessment

AIMS identifies students who may qualify for special education services through multiple means, including teacher observation, classroom performance, assessment data, parent/guardian input, student self-referral, attendance and behavioral data, and the school's Multi-Tiered System of Supports.

Parents/guardians and staff may raise concerns regarding a student's academic, behavioral, developmental, or social-emotional needs.

The Student Study Team reviews concerns, considers available data, identifies interventions, and monitors student progress. When a referral for special education evaluation is made, the student's family is invited to an SST meeting to review the referral and discuss next steps. When data indicate that a student may have a disability requiring special education and related services, AIMS initiates the assessment process in accordance with applicable legal timelines and procedural requirements. Nothing in the MTSS or SST process delays or limits AIMS' obligation to identify, locate, and evaluate students who may require special education services.

Assessments are conducted by qualified personnel using valid and appropriate assessment tools. Assessment materials are selected and administered to evaluate the specific areas of suspected disability and educational need. When a student has sensory, manual, language, or communication needs, assessments are selected and administered so that results accurately reflect the student's aptitude, achievement, functional performance, or developmental needs rather than the impact of the impairment itself.

When a student is found eligible for special education services, the IEP team develops an Individualized Education Program within 30 calendar days of the eligibility determination. The IEP team includes the parent or guardian, at least one general education teacher, at least one special education teacher or provider, a representative of the LEA with authority to commit resources, and the student when appropriate. The IEP establishes present levels of performance, measurable annual goals aligned to grade-level content standards, the services and supports the student will receive, and the accommodations or modifications required for the student to access the general education curriculum.

Each IEP is reviewed at least annually. A comprehensive reassessment of eligibility is conducted at least every three years, or sooner if conditions warrant or if requested by the parent or guardian. Progress toward IEP goals is reported to families at least as frequently as general education progress reports are issued to all students. IEP teams use progress data, teacher input, assessment results, and family input to adjust goals, services, and placement as needed.

For students aged 16 and older, AIMS develops an Individual Transition Plan as a component of the IEP. Transition planning addresses measurable postsecondary goals in education or training, employment, and, where appropriate, independent living. Age-appropriate transition assessments are administered to identify student strengths, preferences, and interests. The IEP team uses assessment results to develop transition activities, course sequences, and service linkages aligned to each student's postsecondary goals. AIMS facilitates connections with external agencies, including the California Department of Rehabilitation, regional centers, community college disability services offices, and workforce development programs, to support continuity of services beyond high school.

AIMS provides a continuum of placement options to meet the needs of students with disabilities in the least restrictive environment. The primary service model is general education with supplementary aids, services, and supports. Additional placement options include resource support through the Education Specialist, specialized academic instruction in the Study Skills class, and pull-out sessions for related services such as speech, occupational therapy, and counseling. When the IEP team determines that the

school cannot provide the level of service required to meet a student's needs, AIMS refers the student to a more restrictive setting, including a nonpublic school or nonpublic agency, in accordance with applicable law. Placement decisions are made by the IEP team based on the principle of least restrictive environment.

Section 504

AIMS College Prep High School maintains Section 504 Plans for students with disabilities who do not qualify for special education services under IDEA but require accommodations to access the general education program. Section 504 Plans are developed by a team that may include the parent/guardian, student when appropriate, classroom teachers, school staff, and the Section 504 coordinator. Plans are reviewed at least annually and updated as needed based on student needs and available data.

AIMS provides parents and guardians with a copy of their procedural safeguards at each IEP meeting, upon initial referral for evaluation, upon receipt of a due process complaint, and upon request. Parents are informed of their rights regarding consent, access to records, independent educational evaluations, and dispute resolution options. When disagreements arise regarding identification, evaluation, placement, or the provision of a free appropriate public education, AIMS encourages informal resolution through collaborative discussion. If informal resolution is not successful, parents may pursue mediation through the California Department of Education or file for a due process hearing before the Office of Administrative Hearings. AIMS cooperates fully with all dispute resolution processes.

Compliance, Professional Development, and Continuous Improvement

AIMS receives ongoing special education support through the El Dorado County Charter SELPA, including compliance guidance, professional development, data reporting support, and training for staff and leaders. General education teachers receive training and support related to accommodations, IEP implementation, inclusive practices, and supporting students with disabilities in the general education classroom.

AIMS uses program review and audit processes to assess special education implementation, strengthen compliance systems, improve service delivery, and identify opportunities for program improvement. Findings from these processes inform professional development, staffing, service coordination, and internal monitoring.

AIMS is committed to ensuring that students with disabilities have meaningful access to the school’s academic program, school culture, extracurricular opportunities, and college-readiness supports. Through inclusive practices, individualized services, family collaboration, and ongoing progress monitoring, the school supports students with disabilities in making progress toward their IEP goals, graduation requirements, and postsecondary preparation

Element 2 - Measurable Pupil Outcomes and Element 3 - Method of Measuring Pupil Outcomes

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." – Ed. Code § 47605(c)(5)(B)

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as *Exhibit 1* and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Measurement of Pupil Academic Achievement

AIMS College Prep High School measures pupil outcomes through a coordinated assessment and accountability system aligned to the school's LCAP, the California School Dashboard, state assessments, local benchmark assessments, course completion data, college and career readiness indicators, school climate measures, and graduate profile outcomes. The outcomes below describe

what students are expected to know, demonstrate, and achieve, while the methods of measurement identify how AIMS monitors progress schoolwide, by grade level, and for numerically significant pupil subgroups.

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

AIMS Way Goals

The AIMS Way Plan organizes measurable student outcomes around two goal areas.

Goal Area 1: All Students Excel Academically. Students meet or exceed grade-level standards in English language arts, mathematics, science, and history/social science, as measured by proficiency and Distance from Standard on the SBAC, CAST, classroom grades, local assessments, and AP examinations. Students progress without retention. English Learners reclassify as Fluent English Proficient within six years, as measured by ELPAC and reclassification rates. High school students remain on track for UC/CSU acceptance, as measured by A-G course completion. Underperforming students and subgroups make accelerated growth.

Goal Area 2: All Students Excel Personally. Students feel safe and connected to school, as measured by the Panorama Student Survey administered twice yearly. Students are engaged, as measured by chronic absenteeism rates, suspension rates, and co-curricular participation. Students demonstrate the Golden E.A.G.L.E.S. values, as reflected in student reflections and teacher and staff recognitions. Underrepresented students, including students with disabilities and Latino students, have equitable access to the school's programs and supports.

Academic Achievement Outcomes, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

1. By the end of the charter term (2031-32), increase the percentage of students meeting or exceeding standard on CAASPP ELA to at least 35%, schoolwide and with annual DFS growth targets for each numerically significant pupil subgroup, as measured by the California School Dashboard and CAASPP results.
2. By the end of the charter term, for each numerically significant pupil subgroup as applicable, increase the ELA Distance from Standard with growth targets set per the differentiated methodology described below, ranging from +3 to +12 DFS points per year based on each subgroup's distance from standard, as measured by the California School Dashboard.
3. By the end of the charter term, increase the percentage of students meeting or exceeding standard on CAASPP Mathematics to at least 25%, schoolwide and with annual DFS growth targets for each numerically significant pupil subgroup, as measured by the California School Dashboard and CAASPP results.
4. By the end of the charter term, for each numerically significant pupil subgroup as applicable, increase the Math Distance from Standard with growth targets set per the differentiated methodology described below, ranging from +3 to +12 DFS points per year based on each subgroup's distance from standard, as measured by the California School Dashboard.
5. Each year, maintain 100% A-G completion rate for all graduating seniors, as measured by transcript review and A-G course approval records.
6. Each year, achieve a high school cohort graduation rate of at least 90.5%, as measured by the California School Dashboard four-year adjusted cohort graduation rate.
7. Each year, at least 55% of students participate in AP or Honors coursework, with a target of 65% by 2028-29, as measured by course enrollment records.
8. Each year, at least 65% of English Learners demonstrate progress on the ELPAC, as measured by the English Learner Progress Indicator on the California School Dashboard.
9. Each year, reduce chronic absenteeism annually toward 5% schoolwide, with targeted reduction for numerically significant pupil subgroups as applicable, as measured by the California School Dashboard chronic absenteeism indicator.

The 2024-25 California School Dashboard reports a schoolwide chronic absenteeism rate of 16.7%, with differentiated reduction targets by subgroup based on Dashboard performance level (-3 percentage points per year for subgroups at High, -5 percentage points per year for subgroups at Very High).

1. Each year, maintain the suspension rate at or below 0.5% schoolwide and for all numerically significant pupil subgroups as applicable, as measured by the California School Dashboard suspension rate indicator.

2. Each year, maintain College/Career Indicator performance at Green or higher, or maintain at least 70% of students in the Dashboard-defined cohort classified as Prepared, subject to the state's current Dashboard methodology.
3. Each year, 100% of graduating seniors are accepted to a four-year college or university, as measured by college acceptance letter verification.

The Charter School shall annually report on progress toward these goals through its LCAP and shall establish subgroup-specific targets that ensure accelerated growth for underperforming populations, including English Learners, students with disabilities, African American students, Hispanic students, and socioeconomically disadvantaged students.

Differentiated Growth Targets

The Charter School sets differentiated growth targets calibrated to each subgroup's performance level on the California School Dashboard, using Distance from Standard (DFS) as the primary measure for ELA and Mathematics:

- Subgroups at or above standard (High/Very High): maintain current performance (+0 DFS/year).
- Subgroups below standard (Low): standard growth (+3 DFS points/year).
- Subgroups significantly below standard (Very Low): accelerated growth (+6 DFS points/year).
- Subgroups furthest from standard (Very Low with greatest gap): double-accelerated growth (+12 DFS points/year).

These targets are designed to produce accelerated improvement for the subgroups furthest from standard and to reduce performance gaps over the charter term. The performance level thresholds follow the California School Dashboard status level definitions, which differ by indicator (e.g., Very Low in Mathematics begins at -115.1 DFS; Very Low in ELA begins at -70 DFS).

AIMS' measurable pupil outcomes are aligned to the LCAP and may be updated annually through the LCAP process. The charter identifies core outcome categories and measurement methods, while annual targets and actions are refined through the LCAP, performance improvement planning, and annual data review. Specific annual targets by subgroup and indicator may be further detailed through the school's Performance Improvement Plan and updated annually through the LCAP process.

School Climate, Engagement, and Organizational Conditions

The Charter School monitors the following school climate, engagement, and organizational conditions that support pupil outcomes:

- Chronic absenteeism rate, reported annually on the California School Dashboard, disaggregated by all numerically significant pupil subgroups.
- Suspension rate, reported annually on the California School Dashboard, disaggregated by all numerically significant pupil subgroups.
- Graduation rate, reported annually on the California School Dashboard four-year adjusted cohort rate.
- School climate and student connectedness, as measured by the Panorama Student Survey administered twice yearly across five scales (connectedness, belonging, safety, engagement, and academic self-efficacy), disaggregated by grade and numerically significant pupil subgroups.

- Family engagement and satisfaction, as measured by the Panorama Family Survey administered twice yearly across four scales (communication, engagement, school fit, and family support).
- Equitable access monitoring: AIMS monitors application, enrollment, retention, and persistence data by pupil subgroup to evaluate equitable access to the school's program and inform outreach and retention strategies.
- Child find and special education process monitoring: AIMS annually monitors child find activities, SST referrals, assessment requests, completed evaluations, eligibility determinations, IEP implementation, and progress toward IEP goals to ensure that students suspected of having disabilities are identified, evaluated, and served in accordance with applicable law.

The following organizational conditions are tracked as enabling metrics aligned to State Priority 1 (Basic Conditions of Learning):

- Teacher credentialing rate, tracked through annual CALPADS reporting, with a trajectory toward 100% properly assigned.
- Teacher retention rate, tracked annually through HR records.
- CALPADS reporting accuracy (target 97% or above) and timely submissions (target 100%).

Graduate Profile Outcomes

AIMS College Prep High School prepares graduates who are:

- Academic Achievers who demonstrate mastery of A-G coursework and Advanced Placement content across all four core subject areas.
- Effective Communicators who express ideas clearly in writing, speech, and digital media.
- Critical Thinkers who analyze complex problems using evidence-based reasoning.
- Self-Motivated, Competent, and Lifelong Learners who set goals, manage their learning, and persist through challenges.
- Socially Responsible Citizens who contribute to their communities with integrity and empathy.
- Technologically Literate Citizens who use technology effectively and responsibly.

The Graduate Profile attributes are demonstrated through multiple sources of evidence, including course completion, student work products, presentations, AP participation and performance, college and career readiness indicators, community service, leadership participation, technology-integrated assignments, and student survey measures related to self-efficacy, belonging, and growth mindset.

Method of Assessment

The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Sections 60605 and 60602.5, including CAASPP, CAST, ELPAC, and the California Physical Fitness Test. The following assessment system measures pupil progress toward the outcomes identified above:

Instrument	Domain	Grades	Frequency	Purpose
CAASPP (SBAC)	ELA, Math	11	Annual (spring)	State accountability, Dashboard indicator
CAST	Science	11	Annual (spring)	State accountability, Dashboard indicator

ELPAC Summative	ELD	9-12 (EL only)	Annual (Feb-May)	EL progress, reclassification
ELPAC Initial	ELD	9-12 (new EL)	Year-round	EL identification
NWEA MAP	ELA, Math	9-12	Three times annually (Cycles 1, 2, and 4)	Growth monitoring, intervention grouping
SBAC Interim (ICA/IAB)	ELA, Math	9-12	Cycle 3 (spring)	Standards mastery, CAASPP preparation
AP Exams	All AP subjects	10-12	Annual (May)	College credit, CCI pathway
Panorama Student Survey	Climate, SEL	9-12	Twice yearly	Connectedness, belonging, safety
Panorama Family Survey	Engagement	Families	Twice yearly	Satisfaction, communication
Course Grades	All subjects	9-12	Quarterly	A-G progress, credit accumulation
CA PFT	Physical Fitness	9	Annual (spring)	State requirement, Priority 8

Assessment modifications and accommodations are provided for students with IEPs, 504 plans, and English Learners in accordance with applicable state and federal guidelines. AIMS ensures that all assessment data is valid, reliable, and used to inform instruction, intervention, and program improvement.

Non-Academic Outcome Measures

Non-academic outcomes are assessed through:

- Panorama Student Survey: school climate, belonging, safety, engagement, self-efficacy (twice yearly)
- Panorama Family Survey: communication, engagement, school fit, family support (twice yearly)
- Chronic absenteeism rate: California School Dashboard indicator (annual)
- Suspension rate: California School Dashboard indicator (annual)
- Attendance data: PowerSchool daily tracking, quarterly review through OUSD MOU tracker

Data Collection, Analysis, and Reporting

Collection and Analysis

AIMS uses a four-cycle assessment calendar aligned to The AIMS Way Plan. NWEA MAP Growth assessments are administered three times annually (Cycles 1, 2, and 4). SBAC Comprehensive Interim Assessments are administered during Cycle 3. Curriculum-aligned benchmark assessments and finals are administered each cycle. Department teams analyze results through quarterly Cycles of Inquiry using the Plan-Implement-Analyze-Reflect protocol.

Reporting

Students and teachers review assessment data through progress reports issued every six weeks, quarterly report cards, and individual student-teacher conferences. Families receive assessment results and academic progress updates through ParentSquare, quarterly report cards, and parent-teacher conferences at least once per semester.

The Charter School reports aggregate assessment results to the OUSD Office of Charter Schools annually, including CAASPP, CAST, ELPAC, graduation rate, chronic absenteeism, suspension rate, and CCI data. The School Accountability Report Card is published annually. The Board of Directors reviews academic performance data quarterly.

Continuous Improvement

AIMS uses data through quarterly Cycles of Inquiry, weekly department meetings, the annual LCAP review process, Board performance reviews, and MTSS intervention planning to drive continuous improvement. When data indicates that a subgroup or indicator is not meeting expected growth targets, the school intensifies intervention through the MTSS tiered support framework, adjusts instructional strategies through the Cycle of Inquiry process, and revises LCAP actions as needed.

Annual Academic Goals Aligned to State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established annual goals, actions, and measurable outcomes, both schoolwide and for all numerically significant pupil subgroups, aligned to the eight state priorities and the school's Local Control and Accountability Plan.

In setting goals for student achievement, AIMS has considered the California Accountability System and its commitment to continuously improving student results. In cases where the Charter School is meeting or exceeding targets, the goal is to maintain that level of performance. In cases where the Charter School has not yet met a target, growth targets are set using the tiered methodology described above, with the most ambitious targets assigned to the subgroups furthest from standard.

A copy of the Charter School's current LCAP is included as *Exhibit 1 - LCAP*.

Figure A: State Priority Crosswalk

State Priority	AIMS LCAP Goal
P1: Basic Conditions of Learning	Goal 3: High-Performing Organization
P2: Implementation of State Standards	Goal 1: Academic Achievement
P3: Parental Involvement	Goal 2: School Climate & Engagement
P4: Pupil Achievement	Goal 1: Academic Achievement
P5: Pupil Engagement	Goal 2: School Climate & Engagement
P6: School Climate	Goal 2: School Climate & Engagement
P7: Course Access	Goal 1: Academic Achievement
P8: Other Pupil Outcomes (College/Career)	Goal 1: Academic Achievement

Figure B: Goal 1, Academic Achievement

Goal 1: Academic Achievement	Outcomes
All students excel academically, meeting or exceeding grade-level standards in English Language Arts, Mathematics, Science, History, Arts, World Language, and Physical Education. Underperforming students and subgroups make accelerated growth toward standard. State Priorities: ❖ P2 (Standards Implementation) ❖ P4 (Pupil Achievement) ❖ P7 (Course Access) ❖ P8 (College/Career)	❖ Students improve ELA proficiency annually, with growth rates of +3 to +12 DFS points per year based on each subgroup's distance from standard, as described in the Differentiated Growth Targets section above. ❖ Students improve Math proficiency annually, using the same tiered growth methodology. ❖ Students improve science proficiency annually, with the goal of increasing the percentage of students meeting or exceeding standard on the CAST. ❖ At least 70% of students in the Dashboard-defined cohort are classified as college and career prepared on the College/Career Indicator, maintained schoolwide and for all numerically significant pupil subgroups ❖ At least 65% of English Learners demonstrate annual progress toward English proficiency on the ELPAC. ❖ Students increase NWEA MAP percentile rank by 3 points annually in ELA and Math, or maintain performance at or above the 60th percentile. ❖ All graduating seniors complete the UC/CSU A-G course sequence. ❖ At least 90% of students earn a C or higher in all enrolled courses each quarter, as measured by quarterly grade reports. College preparedness is measured through the College/Career Indicator, which incorporates Early Assessment Program (EAP) results, AP exam performance, dual enrollment completion, and other college readiness criteria as defined by the California Department of Education. The Charter School monitors the percentage of students who complete both A-G requirements and a CTE pathway sequence, with the goal of increasing dual completion as CTE pathways are expanded during the charter term.
Actions	
1.1 Strengthen Tier 1 Instruction and Instructional Coaching: Core instruction through instructional coaching, curriculum alignment, standards-based lesson design, and classroom observation cycles. Director of Teaching and Learning leads Cycles of Inquiry and department-level professional learning.	

1.2 MTSS, Academic Intervention, and Data-Driven Support: Multi-tiered intervention systems including NWEA MAP benchmark assessment, small-group tutoring, Saturday School, Winter/Spring Break academies, and Summer School. Concentration grant funds intervention specialists for 1:1 support.

1.3 English Learner, Literacy, and Academic Language Support: GLAD implementation across all content areas, designated ELD through National Geographic Lift curriculum, academic language development, and newcomer support services including translation technology and 24/7 interpreting.

1.4 College and Career Readiness: A-G coursework completion monitoring, AP exam coordination, college application support, and academic counseling from ninth grade through post-secondary placement. Two full-time counselors manage individualized four-year Student Academic Plans.

1.5 Concurrent and Dual Enrollment, CTE, and Postsecondary Pathway Expansion: Concurrent enrollment through Peralta Community College District, Career Technical Education pathways (Design and Engineering via Berkeley City College), Genesys Works internship program, and Sonoma State University guaranteed acceptance partnership.

1.6 Continuous Improvement, PLC, COI, and Instructional Leadership: Professional Learning Communities, quarterly Cycles of Inquiry with Exhibition of Learning protocol, external data consultant, and Community of Practice sessions for instructional leadership team.

1.7 Block Schedule Implementation: Implementation of eight-period block schedule model with 91-minute instructional blocks to deepen learning, accommodate concurrent enrollment, and embed advisory and intervention periods.

Figure C: Goal 2, School Climate & Engagement

Goal 2: School Climate & Engagement	Outcomes
All students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding school programs and culture. The school community reflects the diversity of the neighborhoods it serves. State Priorities: ● P3 (Parental Involvement) ● P5 (Pupil Engagement) ● P6 (School Climate)	● Chronic absenteeism: tiered reduction targets by subgroup (maintain below 5% where met; -3pp/year for High; -5pp/year for Very High). ● Suspension rate: at or below 0.5% for all numerically significant pupil subgroups. ● Graduation rate: 90.5% or above schoolwide, with annual monitoring of subgroup graduation rates and targeted support for any numerically significant pupil subgroup below the schoolwide target. ● Panorama Student Survey: annual improvement across 5 scales. ● Panorama Family Survey: annual improvement across 4 scales. ● Equitable access: monitor enrollment, retention, and persistence by pupil subgroup.

	● Total HS enrollment: stabilization toward 450 capacity. ● Expulsion rate: maintain at or below 0.5% schoolwide and for all numerically significant pupil subgroups, as measured by CALPADS reporting. ● High school dropout rate: maintain below 2% annually, as measured by CDE cohort dropout data.
Actions	
2.1 PBIS, Restorative Practices, and School Climate Systems: Schoolwide PBIS implementation with Tiered Fidelity Inventory monitoring, restorative conversation protocols facilitated by the Dean and SEL counselor, Golden E.A.G.L.E.S. values integration, and CharacterStrong social-emotional learning curriculum. 2.2 Attendance Intervention and Case Management: Community Outreach Manager leads chronic absenteeism intervention through wellness checks, truancy letters, SART/SARB escalation, and home visits. AC Transit Clipper cards provided to all students. Attendance recovery through Saturday School academic support and attendance recovery opportunities, as permitted by applicable attendance accounting rules.. 2.3 Counseling, Wellness, and Student Support Services: SEL counselor provides individual and group support. Crisis intervention, behavioral health referrals, and coordination with external service providers for students experiencing trauma, housing instability, or family disruption. 2.4 Student Engagement, Leadership, Athletics, and Extracurriculars: Interscholastic athletics program, Student Government Association, academic clubs (National Honor Society, Black Student Union), spirit events, and co-curricular programming designed to build school connectedness and student voice. 2.5 Family and Community Engagement and Communication: ParentSquare communication platform, quarterly parent-teacher conferences, LCAP Advisory Committee and School Site Council monthly meetings, ELAC/DLAC, Panorama family surveys, ESL classes for families, and 24/7 on-demand interpreting services. 2.6 Enrollment Access, Outreach, and Retention: Feeder school recruitment partnerships, Oakland Enrolls participation, multilingual outreach materials, intake surveys, and community-based enrollment events. Targeted outreach to support equitable access across all pupil subgroups. 2.7 Graduation Support and Credit Recovery: Senior credit audits, graduation pathway monitoring, Acellus online credit recovery platform, in-person summer credit recovery courses, and individualized graduation plans for students at risk of not completing requirements.	

Figure D: Goal 3, High-Performing Organization

Goal 3: High-Performing Organization	Outcomes
All students have access to qualified teachers, accurate data systems, safe facilities, and a well-managed organization that supports continuous improvement.	❖ Teacher credentialing rate: annual increase toward 100% properly assigned. ❖ CALPADS reporting accuracy: 97% or above.

State Priority: ❖ P1 (Basic Conditions of Learning)	❖ Timely CALPADS submissions: 100%. ❖ Teacher retention rate: annual improvement.

Actions

3.1 Staffing Recruitment, Retention, Credentialing, and Professional Growth: Teacher recruitment through university partnerships, competitive compensation, onboarding through Summer Bootcamp, mentoring by department chairs, and support for teachers on intern or preliminary credentials to achieve full certification. Annual CSTP-aligned evaluation system under development.

3.2 Operational Accountability, Compliance, and Data Systems: CALPADS reporting, credential monitoring, fiscal compliance, and coordination with El Dorado County Charter SELPA for special education reporting requirements.

3.3 Technology Infrastructure and Data-Driven Systems: PowerSchool student information system, NWEA MAP assessment platform, Panorama survey platform, ParentSquare family communication, and Chromebook fleet management for student and staff use.

3.4 Safety Planning and Operational Sustainability: Comprehensive School Safety Plan maintenance, emergency preparedness, facility management, and long-term facility planning including Proposition 39 and facilities strategy for the high school campus.

Element 4 - Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." - Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to

pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

In addition to the Ombudsperson, AIMS has retained Mueller Investigative Services, LLC as an independent third-party investigator to assist with complaints and investigations when needed, helping to ensure impartiality and compliance throughout the process.

The Charter School is a directly funded independent charter school operated by American Indian Public Schools, a California nonprofit public benefit corporation doing business as AIMS K-12 College Prep Charter District, pursuant to California law.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval. For more detail, see *Appendix v - Conflict of Interest Code.*

For more detail, see *Appendix ii - Articles of Incorporation*, *Appendix iii - Board Bylaws*, and *Appendix v - Conflict of Interest Code*.

For more detail, see *Appendix xix - 501(c)(3) Determination Letter*.

Organizational Chart

AIMS College Prep High School operates within the broader organizational structure of AIMS K-12 College Prep, an independent nonprofit charter organization. The AIMS Board of Directors holds ultimate governance authority and oversees the Executive Director, who serves as the organization's chief executive. All school-site and central-office leadership report, directly or indirectly, to the Executive Director.

The high school is led by the Head of School for AIMS College Prep High School, who reports directly to the Executive Director and oversees the school's instructional and operational team, including the Assistant Head of School, academic counselors, classroom and physical education teachers, athletics program, and administrative support staff.

Shared organizational functions that serve both the high school and the K-8 program, including teaching and learning, enrollment, compliance, communications, operations, and business operations, are centralized under the Executive Director. This structure allows the high school to draw on shared central-office capacity while maintaining dedicated site-based leadership.

For more detail, see *Appendix i - Organizational Chart*

Board of Directors

AIMS College Prep High School is governed by the AIMS Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the AIMS bylaws which shall be consistent with this charter, the Charter Schools Act, and all other applicable law. The primary methods for executing their responsibilities are to create, adopt, and monitor a long-term strategic plan and associated budget, and to employ and evaluate the Superintendent.

The Board will be composed of at least three (3) and no more than seven (7) members. The Superintendent will report directly to the Board. Board member selection, terms, and vacancy procedures are governed by the AIMS Bylaws (*Appendix iii - Board Bylaws*). Current Board membership is listed in *Appendix iv - Board Member Biographies and Roster*.

The Board will meet on a regular basis. The responsibilities of the Board include, but are not limited to:

- Uphold the mission of the Charter School
- Oversee the implementation of the charter
- Approve and monitor the budget, fiscal reports, and the Charter School's fiscal practices
- Approve contracts and expenses of $8,000 and above
- Receive and review the yearly independent financial audit
- Approve and monitor the Charter School's facility arrangements and plans
- Oversee and evaluate the Superintendent
- Hire the Superintendent
- Monitor the Superintendent's implementation of the Charter School's personnel policy
- Approve board policies

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

The Superintendent

DUTIES AND RESPONSIBILITIES OF THE SUPERINTENDENT

The Superintendent is the chief executive officer and educational leader of AIMS and is responsible for carrying out the educational, managerial and administrative responsibilities for the care and maintenance of AIMS. The Superintendent shall administer AIMS in accordance with the Board's policies and State and federal laws as they exist or may hereafter be enacted or amended. The Superintendent shall perform those duties, which are required by state law, prescribed by the Board or as necessary for the efficient and effective management of AIMS. The Superintendent shall have the responsibility of organizing, reorganizing, and arranging the administrative and supervisory staff that in Superintendent's judgment would best serve AIMS, and determine all personnel matters, including, without implied limitation, selection, assignment, and transfer of employees. The Superintendent is evaluated annually per the terms of the Superintendent's contract.

Specifically, the duties of the Superintendent shall include:

1. Reporting directly to the AIMS Board of Directors;
2. Directing the day-to-day administration of AIMS;
3. Planning, implementing and evaluating programs regarding the organizational, operational, fiscal and educational functions of the AIMS;
4. Instituting reforms and systemic changes, such as curriculum and program offerings, as the Superintendent finds necessary in order to affect positive change at AIMS;
5. Developing and implementing a program of professional development that the Superintendent finds necessary and expedient in order to affect positive changes at AIMS;
6. Directing staff in ensuring parental involvement in the development and implementation of AIMS policies;
7. Recommending policies to the Board and reasonably interpreting and implementing policies adopted by the Board;
8. Organizing departments and assigning employees of AIMS;
9. Developing and implementing administrative regulations that the Superintendent deems necessary for the efficient and effective operation of AIMS and that are consistent with the Board's policies, and state and federal law;
10. Making employment decisions concerning the employees of AIMS. Specifically, The Superintendent will have authority to hire, fire, promote, demote, and/or transfer any and all

AIMS employees, except that the Superintendent must not take any action to demote, transfer, or fire a Head of School without prior notice and approval by the Board;
11. Directing, assigning, transferring, evaluating and dismissing all the employees of AIMS consistent with the Board's policies, and state and federal law:
12. Accepting all resignations of employees of AIMS;
13. Assuming responsibility for the overall financial planning of AIMS, including preparation of the annual budget and the submission of the budget to the Board for review and approval:
14. Attending and participating in discussion in regular, special and executive session of the Board;
15. Making recommendations on items of business for Board meetings as the Superintendent deems necessary for the efficient and effective operation of AIMS;
16. Establishing and implementing a process, including a means and time parameters for keeping the Board up-to-date on developments, initiatives and issues in AIMS; and
17. Writing grant applications for AIMS, when possible.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board to a business administrator of the Charter School, other appropriate employee, or third-party provider.

The Head of School

DUTIES AND RESPONSIBILITIES OF THE HEAD OF SCHOOL

Under direction of the Superintendent, the Head of School shall work in close cooperation with the staff of the Charter School, administrators of the Charter School, Board of Directors, parents, pupils, and other members of the community to determine common educational goals and objectives that will provide for an effective educational program directed toward meeting the intellectual, emotional and social needs of each student; to act as the educational leader and manager of the Charter School; to have direct responsibility for the administration of the Charter School and its educational programs; and to perform other duties as required. The Heads of School are evaluated yearly by the Superintendent.

Duties may include, but are not limited to the following:

1. Assume educational leadership of all personnel operating in the Charter School.
2. Relate the instructional program of the Charter School to the total program of the Charter School taking into account the problems of the immediate community.
3. Appraise the educational program of the Charter School on a continuous basis through the use of objective tests, evaluation procedures, inventories, and other means as determined by self or Superintendent; make such changes, innovations, and/or recommendations which will result in an improved educational program as a result of these appraisals.
4. Devote a major portion of time to working directly with teachers for the purpose of improving the learning process and analyzing the conditions which hinder the teacher, such as overcrowding, inadequate teaching materials, difficult physical conditions and other factors for the purpose of determining and recommending desirable and feasible changes.
5. Serve as the liaison agent between the Charter School and the community to keep parents and community members acquainted with the program of the Charter School and to seek advice and assistance in making the program more effective.

6. Serve as the Chief Public Relations Officer for the Charter School.
7. Assist with the recruitment and employment of staff.
8. Submit to the Central Office reports regarding curriculum, teacher evaluations, testing, teaching methods, grouping, attendance, and other such reports as may be required or deemed necessary to keep the appropriate office(s) informed about programs, problems, progress and innovations.
9. Supervise and evaluate all non-certificated employees at site.
10. Assume additional responsibilities as assigned by the Superintendent.
11. Provide written instructions regarding student discipline and behavior standards, provide opportunities for students and staff to establish and maintain such standards, counsel with students, parents and staff regarding specific discipline problems.
12. Establish systematic procedures for scheduling and programming students and teachers and maintain written records and schedules.
13. Provide teachers with specific information regarding teaching assignments and related duties and provide written schedules for teacher use.
14. Provide a healthful and safe school environment; maintain written records of accidents; perform and maintain records of physical plant inspections; maintain procedures to be used in event of emergencies.
15. Manage the business affairs of the Charter School, including compiling and submitting requisitions for supplies and equipment within budget limitations, maintaining a current inventory of equipment and an adequate stock of standard instructional supplies.
16. Supervise maintenance of pupil personnel records, attendance accounting and staff files.
17. Perform other duties as assigned.

Family Involvement

As the Charter School has been established to serve the needs of the students, it is imperative that families are actively involved. A family engagement group has been established to facilitate communication between all members of the Charter School. The Family Advisory Council (“FAC”) reports directly to the Head of School and the Superintendent. Members of this team will meet regularly and may meet with the school administration to bring family community questions, concerns, and ideas to the attention of the administration.

Families will have the opportunity to participate in daily class activities, school activities, graduation planning, and Board meetings at the school site. Families will be involved in AIMS HS meetings and school activities. The aim of AIMS HS will be to ensure that families are actively involved in the child’s education.

In accordance with Education Code section 47606.5, the Charter School shall consult meaningfully with parents and guardians of pupils, teachers, and the Head of School in developing the annual update to the school's goals and actions as identified in the Local Control and Accountability Plan. The Family Advisory Council, in coordination with the school's English Learner Advisory Committee (ELAC), shall serve as the primary vehicle for this consultation.

Family Services and Support

Given that AIMS College Prep High School has a high number of families who qualify for financial government-assisted programs AIMS provides a Family Coordinator. The Family Coordinator supports all AIMS families' needs, especially those mentioned above. The AIMS Family Services Department provides parenting classes, case management support, assistance with governmental support applications, and serves as a liaison between parents and the Charter School when needed.

Element 5 - Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." - Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons charged with or convicted of violent or serious felonies.

AIMS HS will recruit and employ professional, effective and qualified personnel for all administrative, instructional, and non-instructional positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter.

In accordance with Education Code 47605(e)(1), AIMS HS shall be nonsectarian in its employment practices and all other operations. AIMS HS shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the employee processing policies and procedures (to include, but not be limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and Tuberculosis ("TB") risk assessment and, if necessary, examination).

Specific Qualifications for all Employees

The Board shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing AIMS HS's program
- Belief in the basic philosophy of emphasizing the core curriculum
- Commitment to working with parents as educational partners
- Strong written and verbal communication skills
- Knowledge of the developmental needs of students
- Awareness of the social, emotional and academic needs of the students.
- Ability to plan cooperatively with other employees
- Willingness to continue education through additional courses and training, workshops, seminars, and staff development

Superintendent

The Superintendent of AIMS is required to have seven (7) years administrative experience, and an Administrative Services Credential, Superintendent Certification from the School Superintendents Association, a Masters in Education, and either a Doctor of Education degree, or enrollment in a program to earn a Doctor of Education degree.

Heads of Schools and Administrative Leadership

Heads of School, Deans, and Heads of Academics (collectively, "Administrators" or "Administration") at AIMS HS shall possess leadership abilities and comprehensive educational vision that is consistent with the school's mission and educational program. Administrators are required to hold an Administrative Services Credential (or an equivalency accepted by the Board or Superintendent) and to have experience with the AIMS instructional model. The Head of School shall possess skills in hiring and supervising effective teachers

The Board may set additional criteria for the selection of administrative staff.

Teachers

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. AIMS HS will comply with Section 47605(l), which states:

"Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district."

Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). All teachers at AIMS HS have obtained a certificate of clearance and satisfied the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

In addition to the specific qualifications expected of all AIMS HS employees, the following qualifications are expected of all teachers:

- Strong instructional leadership
- Responsibility for students and their success in learning
- Familiarity with or willingness to be trained in AIMS's curriculum, instructional methodology, procedural compliance
- Demonstrable effectiveness in teaching, mentoring, and writing
- Commitment to the philosophy of the charter school and the mission
- Accepting the family as a vital partner in the learning process
- Working flexible schedules in order to accommodate the varying needs and schedule of enrolled students, parents, and community
- Deep commitment to student achievement
- Accepting responsibility and accountability for instruction to students
- Active participation in faculty meetings
- Focus on working closely with the school faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.

Non-Certificated Staff

AIMS HS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record. All non-instructional staff will possess experience and expertise appropriate for their position as determined by the Board.

Paraprofessional employees shall meet all applicable requirements under the Every Student Succeeds Act (ESSA) and California Education Code, including holding at minimum an associate's degree or equivalent, or demonstrating competency through a formal assessment as required by law.

Charter School may contract with qualified agencies or individuals to provide specialized instructional services, including special education, in accordance with applicable law." For more detail on staff policies, see *Appendix xiv - Employee and Staff Handbook*.

Professional Development

Employees participate in in-service sessions based on their professional needs, as well as on school-wide priorities. Staff development will allow the faculty to keep current with educational issues related to EL students, adolescents and school improvement. The format of this training will be varied and determined by the administration with input from the faculty. AIMS HS will work with other charter schools and other educational institutions to provide effective staff development.

Element 6 - Health and Safety

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii)That the school safety plan be reviewed and updated by March 1 of every year by the charter school." - Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation. For more detail, see *Appendix xii - School Safety Plan.*

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Student and Staff Health and Safety

A healthy and safe environment is imperative to productive teaching and learning. AIMS HS has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the Charter School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student/Parent and the Employee handbooks.

The following summarizes the health and safety policies of AIMS HS:

CPR/First Aid Training

Employees at AIMS HS are encouraged to be CPR/First Aid trained. The school's administration will ensure that a CPR/First Aid trained staff member is on duty during regular school hours.

Medication in School

AIMS HS will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Emergency Preparedness

AIMS HS shall adhere to an Emergency Preparedness Plan/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All emergency procedures shall include adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act of 1990 (42 U.S.C. Section 12101 et seq.) and Section 504 of the Rehabilitation Act of 1973. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Earthquake Emergency Procedures

The earthquake emergency procedure system shall include: (a) a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff; (b) a drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows, practiced at least once per semester; (c) protective measures to be taken before, during, and following an earthquake; and (d) a program to ensure that pupils and both certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Mass Care and Welfare Shelters

Charter School shall maintain procedures to allow a public agency, including the American Red Cross, to use the school building, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

Tactical Response to Criminal Incidents

The school safety plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. Procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of the school and community.

First Responder Review, Opioid Response, and Threat Assessment

The school safety plan shall also include: (a) a process for First Responder review of the plan; (b) procedures for prevention of and response to opioid overdoses, including staff training and the availability of naloxone or other opioid antagonists as appropriate; and (c) procedures to assess and respond to reports of dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at a school activity, or on a school bus.

Facility Safety

AIMS HS shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The Charter School agrees to maintain visitor policies, and test fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Sections 17280 through 17317. AIMS HS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA"), 40 CFR Part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Safe Ingress and Egress

Charter School shall maintain procedures for the safe ingress and egress of pupils, parents, and school employees to and from school, including designated drop-off and pick-up areas, pedestrian safety measures, and coordination with local traffic and transportation authorities as needed.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each student eligible under Education Code Section 49552 with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. AIMS Lunch Program provides AIMS College Prep High School students access to a healthy lunch five days a week. AIMS HS participates in the federal food subsidy program that allows the most in-need students to receive a free or reduced price meal. Since 2018, prior to the governmental requirement, the AIMS board voted not to refuse a meal to any student regardless of their willingness or ability to pay.

School Climate and Behavioral Intervention

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct

of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Dress Code

Charter School does not currently maintain a schoolwide dress code. In the event that a dress code is adopted in the future, Charter School shall comply with all requirements of Education Code Section 35183, including the prohibition of gang-related apparel, input from the principal, staff, and parents in selecting specific uniform requirements, a minimum six-month notice period to parents, a method for parents to opt out, a provision that no pupil shall be penalized academically or otherwise discriminated against for non-compliance, and an exemption for pupils participating in nationally recognized youth organizations to wear organization uniforms on scheduled meeting days.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Notification of Dangerous Pupils

Charter School shall establish procedures to notify teachers of dangerous pupils pursuant to Education Code Section 49079. The Head of School or designee shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in Education Code Section 48900, except subdivision (h), and in Education Code Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil may pose a danger to the teacher or other students.

School Discipline

Discipline Rules and Stakeholder Input

In accordance with Education Code Section 35291.5, Charter School shall develop and maintain rules and procedures on school discipline with the participation, views, and advice of representatives from each of the following groups: parents, teachers, school administrators, school security personnel (if any), and, as a high school, pupils enrolled in the school.

Suspension and Expulsion

The school safety plan shall include policies pursuant to subdivision (d) of Education Code Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant

to Education Code Section 48900. The complete Suspension and Expulsion Policy is set forth in Element 10 and *Appendix xiii - AIMS K-12 Student and Family Handbook*.

Additional Health and Safety Provisions

Drug Free/Smoke Free Environment

AIMS HS shall maintain a drug and alcohol and smoke free environment.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 9-12, at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students of human trafficking prevention resources, in accordance with applicable provisions of Education Code Section 49381.

Menstrual Products

The Charter School will stock at least 50% of its restrooms with menstrual products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Element 7 - Balance of Racial/Ethnic, Special Education, and English Learner Students

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." - Ed. Code § 47605(c)(5)(G)

AIMS HS will strive to recruit and enroll a student population reflective of the general population residing within the territorial jurisdiction of the District. The table below compares AIMS HS enrollment with OUSD demographics using CDE Census Day data. AIMS HS enrolls a substantially diverse student body: African American students are the school's largest group at 46.9%, more than double the District rate, alongside significant Asian (25.1%), Hispanic/Latino (16.8%), and immigrant communities, including a large Ethiopian and Eritrean population. The school's enrollment-balance priorities for the renewal term, formalized in its board-reviewed Enrollment and Retention Performance Improvement Plan, are rebuilding Hispanic/Latino enrollment and correcting under-identification of Students with Disabilities.

Student Group	AIMS HS n	AIMS HS %	OUSD n	OUSD %
Total enrollment	386	-	33,838	-
Black/African American	181	46.9%	6,503	19.2%
Asian	97	25.1%	3,216	9.5%
Hispanic/Latino	65	16.8%	16,327	48.3%
White	14	3.6%	3,910	11.6%
Multiracial	12	3.1%	2,292	6.8%
English Learners	69	17.9%	10,891	32.2%
Socioeconomically Disadvantaged	249	64.5%	27,575	81.5%
Students with Disabilities	19	4.9%	5,806	17.2%

Outreach and Recruitment Strategies

Recruitment is led by the Director of Enrollment and includes: participation in Oakland Enrolls, the citywide enrollment system, with an enrollment timeline that allows broad-based recruiting; feeder-school partnerships with nearby elementary and middle schools (at least two formalized in Year 1, expanding to four or more in Year 2), with yield tracked from application through enrollment; outreach through neighborhood groups, community organizations, churches, and other community leadership organizations; fully bilingual English/Spanish enrollment materials (applications, FAQs, website, signage); an all-Spanish marketing video and a consistent bilingual social media schedule with targeted promotion in zip codes within the school's enrollment radius; 24/7 on-demand interpreting in all languages; ESL classes for families (offered via Zoom in response to family feedback); active ELAC and DLAC participation and language-specific parent groups; and a family referral program, formalized subject to legal review, with a "How did you hear about AIMS?" intake question establishing channel attribution.

English Learner Recruitment

AIMS HS targets EL recruitment through translated communications, a designated ELD program supported by the National Geographic Lift curriculum with integrated GLAD strategies across content

classrooms, newcomer supports including daily pullout intervention, and ELAC involvement in outreach planning.

Special Education Recruitment and Identification

AIMS HS acknowledges that its 4.9% special education enrollment rate (19 students per CDE Census Day data) sits below District (17.2%) and statewide (14.2%) averages and does not adequately reflect likely student need. In spring 2026, AIMS commissioned a comprehensive third-party review of its special education program by Seneca Family of Agencies, and its board-reviewed SPED Performance Improvement Plan translates those findings into a phased rebuild of child-find, referral, and evaluation systems. A Special Education Manager hired in February 2026 leads this work, supported by a community-wide QR-code referral system that lowers barriers to identification, staff training on the MTSS/SST referral pathway, proactive Child Find outreach, and a family communication cadence of at least three contacts per year. AIMS will monitor its identification rate against state and county benchmarks annually and investigate if the rate remains materially below those averages, with annual external follow-up reviews recommended to benchmark progress.

Annual Review

Each year, AIMS HS will review its racial/ethnic, English Learner, and Special Education enrollment against District demographics using CDE Census Day data, track results against the table above, and adjust outreach and recruitment strategies accordingly.

Element 8 - Admissions Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." - Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850-48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B). AIMS HS ensures that its admissions preferences do not limit enrollment access for any of the above groups by participating in the Oakland Enrolls common enrollment system, conducting broad community outreach in multiple languages, maintaining an open enrollment policy with no pre-admission testing or records requirements, and providing information about enrollment opportunities through partnerships with community organizations serving historically underrepresented families.

Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil is a pupil with disabilities, an academically low-achieving pupil, an English learner, a neglected or delinquent pupil, a homeless pupil, or a pupil who is economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, a foster youth, or based on the pupil's nationality, race, ethnicity, or sexual orientation.

Charter School shall post on its internet website a notice of the requirements of Education Code Section 47605(e)(4), using the California Department of Education's Charter School Complaint Notice and Form template. Charter School shall provide a copy of this notice to a parent or guardian, or to a pupil if the pupil is 18 years of age or older, at all of the following times: (i) when a parent, guardian, or pupil inquires about enrollment; (ii) before conducting an enrollment lottery; and (iii) before disenrollment of a pupil.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information, in accordance with Education Code Section 47605(e)(3).

AIMS HS participates in the Oakland Enrolls program to ensure transparency and viability of the lottery process. AIMS HS does not require students to submit any student records prior to a student being offered admission to the Charter School. AIMS HS recruits throughout Oakland to ensure all students have access to be in the applicant pool.

The Board shall determine all policies, processes, and procedures governing application, admission, and enrollment at AIMS HS. All students attending AIMS HS must follow the application, admission, and enrollment policies of the Charter School. The application packet for admission to AIMS HS shall include

information that allows students and parents to be informed about the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. The application packet shall include:

- An enrollment guide outlining the enrollment process at AIMS HS
- An application form which requests basic contact information about the prospective student and an indication of any admission preferences for which the prospective student qualifies.
- The Student and Family Handbook (*Appendix xiii - AIMS K-12 Student and Family Handbook*)

In addition, AIMS HS makes the following informational materials available to prospective students and families through its outreach and communications: the AIMS HS mission statement and information about faculty and staff, and a historic overview of AIMS HS students' academic achievement.

The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at AIMS HS. The determination of school capacity shall be based on, among other things, the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the facility, and the level of interest shown by students who want to attend.

Admission Policies and Procedures

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

AIMS HS shall be nonsectarian in its admission and enrollment policies and shall not charge tuition.

Public Random Drawing and Preferences

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year.

If the number of students who apply to attend AIMS HS within each grade level by the application deadline exceeds the grade level's capacity, attendance, except for the existing students, shall be determined by a public random drawing for each grade level conducted in advance of the start of summer school. In accordance with Education Code Section 47605(e)(2), preference in the public random drawing shall be provided in the following order of declining priority:

1. Siblings of students admitted to or attending the Charter School or graduates of AIMS HS
2. Students residing within the boundaries of the District
3. All other students who wish to attend the Charter School

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

AIMS HS uses the Oakland Enrolls common enrollment system to perform its lottery. The manner in which the lottery is performed will be determined by the Oakland Enrolls programming. The public random drawing is conducted at a publicly noticed date, time, and location announced in advance through the school website and application materials, and is open to the public. Each applicant in an oversubscribed grade level is assigned a randomized number through the Oakland Enrolls system; admission offers are extended in randomized order until grade-level capacity is reached, and all remaining applicants are placed on a waitlist in their drawn order. Results of the drawing are recorded and retained, and the order of the drawing and waitlist is made available to families and to the District upon request.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall automatically be placed on a wait list according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

The order of admission of students at any time during the year shall be based solely on the order of applicants on the admission wait list. Applications received after the application deadline will be held in abeyance for a potential subsequent lottery should the wait list be exhausted. After the wait list has been exhausted or at the conclusion of the school year, the Charter School will advertise if a space has become available and applications are being accepted. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces as described above.

Element 9 - Independent Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." - Ed. Code § 47605(c)(5)(I)

An annual independent fiscal audit of the books and records of AIMS HS will be conducted as required by Education Code Section 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide.

The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. The Superintendent, along with the Board, will review any audit exceptions or deficiencies and report to the Board with recommended corrective actions within 60 days of receiving the audit. The Charter School will meet with the District with regard to resolving those exceptions and deficiencies in a timely manner. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is included as *Appendix xvii - Financial Audit*.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

Element 10 - Procedures by which Pupils Can Be Suspended or Expelled

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." - Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Adopted Discipline Procedures

AIMS College Prep High School has adopted comprehensive suspension, expulsion, and involuntary removal procedures consistent with Education Code section 47605(c)(5)(J), the due-process requirements stated above, and the District's Disciplinary and Expulsion Documentation Requirements Policy. The complete procedures are maintained in the *AIMS K-12 Student and Family Handbook*, included as *Appendix xiii*.

Approach to Discipline

AIMS College Prep High School employs a progressive discipline framework grounded in Positive Behavioral Interventions and Supports (PBIS) and a multi-tiered system of behavioral support. The school uses the lowest effective level of response first and treats suspension and expulsion as a last resort, used only after other means of correction have failed or when an offense requires immediate action to protect

student and staff safety. Day-to-day behavior is managed by the school's deans and campus supervisors, with social-emotional-learning counseling support. During the 2024–25 school year, AIMS College Prep High School recorded zero suspensions.

Grounds for Suspension and Expulsion

Grounds for suspension and a recommendation for expulsion include the acts enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, and 48900.7. For the offenses set forth in Education Code section 48915(c)—possessing, selling, or furnishing a firearm; brandishing a knife at another person; unlawfully selling a controlled substance; committing or attempting to commit sexual assault or sexual battery; and possessing an explosive—the school shall immediately suspend the student and make a mandatory recommendation for expulsion.

Suspension Procedures

Suspensions are imposed consistent with Education Code section 48911 and the due-process protections stated above. Except where a clear and present danger to the life, safety, or health of students or school personnel exists, suspension is preceded by an informal conference at which the student is informed of the reason for the suspension, the other means of correction attempted before suspension as applicable, and the evidence supporting the suspension, and is given an opportunity to present the student's version and evidence in defense. The school provides written notice to the parent or guardian, and out-of-school suspension is limited to the durations permitted by law, including no more than five consecutive schooldays.

Expulsion Procedures

A recommendation for expulsion is initiated by the school administrator and presented by the Executive Director to the AIMS Board of Directors. The Board holds the expulsion hearing within 30 schooldays of the determination that the student committed the alleged act, unless postponed or extended as permitted by law, and renders its decision within 10 schooldays following the conclusion of the hearing. Final action to expel a student is taken only by the Board in public session and must be supported by substantial evidence.

The student and family receive written notice of the hearing at least 10 calendar days before the hearing. The notice includes the hearing date and place, the specific facts and charges, the applicable disciplinary rules, the right to representation by legal counsel or a nonattorney adviser, the right to inspect and obtain copies of documents to be used at the hearing, the right to present oral and documentary evidence and witnesses, and the right to confront and question witnesses and evidence. A student is expelled only upon a finding that the conduct occurred and that expulsion is warranted under the school's adopted procedures and applicable law.

Involuntary Removal Procedures

AIMS College Prep High School shall not involuntarily remove a student except in accordance with the due-process protections stated above, Education Code section 47605(c)(5)(J), and the procedures set forth in the AIMS K-12 Student and Family Handbook. No student shall be involuntarily removed unless the parent, guardian, or educational rights holder has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. If a parent, guardian, or

educational rights holder initiates the applicable hearing procedures, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision.

Records, Rehabilitation, and Readmission

For purposes of parent notification and reporting to the California Department of Education, the school identifies, by offense committed, each suspension and expulsion in the student's records, consistent with Education Code section 48900.8. Each expulsion order includes a rehabilitation plan recommended by the Board, and readmission is considered by the Board at the conclusion of the expulsion term consistent with Education Code section 48916.

Homework During Suspension

Upon request of the parent, legal guardian, holder of the student's educational rights, or the affected pupil, AIMS College Prep High School provides homework to any student in grades 1–12 suspended for two or more schooldays, consistent with Education Code section 47606.2. If the homework is requested and submitted timely and is not graded before the end of the academic term, it is excluded from the calculation of the student's overall grade.

Students with Disabilities and Section 504

For students with disabilities and students protected under Section 504 of the Rehabilitation Act, AIMS College Prep High School provides all procedural protections required by the Individuals with Disabilities Education Act, Section 504, and applicable state law. Within 10 schooldays of any decision to make a disciplinary change of placement for a student with a disability because of a violation of the code of student conduct, the school conducts a manifestation determination review to determine whether the conduct was caused by, or had a direct and substantial relationship to, the student's disability, or was the direct result of the school's failure to implement the student's IEP or Section 504 plan. The school ensures the continued provision of a Free Appropriate Public Education consistent with applicable law.

Element 11 - Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." - Ed. Code § 47605(c)(5)(K)

The financial compensation for school employees includes a base salary that is above the average starting salary for District high schools, and that salaries are competitive and bonuses are awarded.

All eligible AIMS HS employees will participate in the federal Social Security system. Certificated employees holding a credential issued by the Commission on Teacher Credentialing are offered a 403(b) retirement savings plan with a 3% employer match. Classified and non-credentialed employees shall participate in the Public Employees' Retirement System (PERS).

AIMS HS provides mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security for eligible employees. AIMS HS provides health, dental, vision, and life insurance to each eligible AIMS HS employee. The financial officer, or designee, shall be responsible for ensuring that appropriate retirement contributions and deductions are made, that all required reporting to CalPERS, the 403(b) plan administrator, and the Social Security Administration is completed accurately and on time, and that newly hired employees are enrolled in the correct retirement system based on their position classification.

Element 12 - Pupil Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." - Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

No student may be required to attend the Charter School.

Element 13 - Employee Rights of Return

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." - Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No individual may be required to work for the Charter School.

Element 14 - Dispute Resolution

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." - Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures as required by 5 CCR §4600 et seq. The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the Charter between the District and Charter School, except any controversy or claim that in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To AIMS College Prep High School, c/o School Director:

AIMS College Prep High School
746 Grand Avenue, Oakland, CA 94610
To Director, Office of Charter Schools:
1011 Union Street #947
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

The intent of the AIMS HS dispute resolution process is to:

1. Resolve disputes within AIMS HS pursuant to the Charter School's policies
2. Minimize the oversight burden on the District
3. Ensure a fair and timely resolution to disputes

Element 15 - Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." - Ed. Code § 47605(c)(5)(O)

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least half of an academic year.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.

The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.

Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.

All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

- The effective date of the closure of Charter School
- The name(s) and contact information for the person(s) handling inquiries regarding the closure
- The students' school districts of residence
- How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

- A description of the circumstances of the closure
- The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

- Information on how to enroll or transfer the student to an appropriate school
- A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records,

completed coursework, credits that meet graduation requirements, a transcript, and state testing results
- Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

- The effective date of the closure of Charter School
- The name(s) and contact information for the person(s) handling inquiries regarding the closure
- The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the

designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
- An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- Preliminary budget
- Local control and accountability plan and annual updates
- Interim financial reports
- Second interim financial reports
- Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be

submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:

- Name and contact of person(s) handling the liquidation;
- Each item in excess of $500 (computers, laptops, printers, and other equipment);
- An identification number that corresponds to a tag on that item;
- The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

Make final federal tax payments (employee taxes, etc.)

Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as *Exhibit B*. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in-lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request. For more detail, see *Appendix x - HS Facility Use Agreement and Appendix xi - Certificate of Liability Insurance.*

All facilities the Charter School shall occupy are listed as follows:

Facility Address	Maximum Capacity
746 Grand Avenue, Oakland, CA 94610	450

AIMS College Prep High School, 746 Grand Avenue, Oakland, CA 94610 (Lakeview Campus), occupied under a Proposition 39 Facility Use Agreement with the Oakland Unified School District pursuant to Education Code section 47614.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days' notice to Charter School. In extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
- Preliminary budget
- Local control and accountability plan and update
- First interim financial report
- Second interim financial report
- Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
- Annual independent audit report (Ed. Code § 47605(m))
- Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
- 20 day attendance report (Ed. Code § 47652(a))
- Monthly attendance reports
- Principal Apportionment Data (P1, P2, and P-Annual)
- Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
- Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

AIMS HS's budget is based upon the experience of operating AIMS HS for over eighteen years. The seven-year budget, cash flow, and assumptions (submitted separately as part of the financial packet) are reasonable estimates of the Charter School's expenditures given historical financial data. The anticipated revenues are based on the Charter School's operating experience, current LCFF funding rates, and enrollment projections for the charter term.

Financial Reporting

AIMS has drafted a complete set of fiscal control policies and procedures (*Appendix xviii - Fiscal Policies and Procedures*) for AIMS operation. AIMS HS shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

Administrative Services

Governing Law: The manner in which administrative services of the charter School are to be provided. -Education Code Section 47605(h).

With the exception of services performed by OUSD in providing oversight to AIMS HS as defined by Education Code Section 47604.32, all charter-requested services from OUSD will be on a pay-for-service basis.

The Charter School reports daily attendance requirements to OUSD in a format acceptable to the District and state. Required reports regarding daily attendance are completed and submitted to requesting agencies. Budget allocation and vendor selection are the responsibility of the Board with substantial input from the Superintendent or designee. The Superintendent or designee develops all budget proposals and has latitude in determining how funds are best used within budget categories.

The Board delegates authority to the Superintendent or designee to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board contracts with a qualified back-office services provider for payroll services and to ensure compliance with state financial accounting procedures.

The Superintendent or designee will instruct the financial officer to prepare financial statements such as a balance sheet, income statement, and statement of cash flow. Financial statements are public documents and are accessible to the independent auditor, school officers, OUSD, families of AIMS HS students and any Board or community members who want to assess the Charter School's financial condition. In addition, AIMS HS will continue to submit an annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, County Superintendent of Schools, and the Oakland Unified School District.

Facilities

Governing Law: The facility to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate -Education Code Section 47605(h)

AIMS College Prep High School operates at 746 Grand Avenue, Oakland, California 94610, on the Lakeview Campus, a District facility. AIMS occupies the campus under a Facility Use Agreement with the Oakland Unified School District pursuant to Proposition 39 (Education Code section 47614). The current Facility Use Agreement extends through June 30, 2027, while the charter term runs through 2031-32. AIMS intends to continue operating at this location and pursues a multi-track facilities strategy to ensure long-term stability.

AIMS pursues facilities stability on three tracks: (1) it continues to submit timely annual Proposition 39 requests under Education Code section 47614 to secure reasonably equivalent District facilities; (2) it explores longer-term facility options, including a board-authorized exploration of an independent site, to provide a durable arrangement beyond the current Facility Use Agreement; and (3) it maintains a contingency plan, supported by reserves, to secure an alternative or temporary facility that meets all applicable building, zoning, and ADA requirements should that become necessary. AIMS' multi-year

budget, submitted separately as part of the financial packet, includes facility costs of approximately $315,000 annually, with sufficient reserves to support a facility transition if required.

Transportation

AIMS HS will not provide transportation of students to and from school. If transportation is provided it will be done in compliance with all state and local laws and requirements. It is the primary responsibility of the student's families to provide transportation to AIMS HS, except as required by law for students with disabilities in accordance with a student's IEP. In these instances, transportation needs shall be provided by the OUSD SELPA so long as the Charter School operates as a public school of the District for special education purposes

AIMS HS understands that as part of its oversight of the Charter School, the Office of Charter Schools may conduct a reasonable program review of federal and state compliance issues.

Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h)

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. AIMS HS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of AIMS HS.

The corporate bylaws of AIMS HS shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers' insurance, and fidelity bonding to secure against financial risks, as required.

The Board will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter, the Oakland Unified School District will be fulfilling the intent of the California Legislature.

Education Code Section 47601. It is the intent of the Legislature, in enacting [the Charter Schools Act of 1992], to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

1. *Improve pupil learning.*
2. *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
3. *Encourage the use of different and innovative teaching methods.*
4. *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
5. *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
6. *Hold the schools established under [the Charter Schools Act of 1992] accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
7. *Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

AIMS HS pledges to work cooperatively with the District to answer any questions or address any concerns regarding this charter and to present the District with the strongest possible charter proposal requesting a five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605

AIMS College Prep High School
Performance Improvement Plan - 2026-27

I. School Profile and Dashboard Summary

AIMS College Prep High School is a grades 9-12 charter school in Oakland, California, authorized by the Oakland Unified School District. In 2024-25, we served 386 students (Census Day): 46.9% African American, 64.5% socioeconomically disadvantaged, 62% English Learner-origin (current EL plus Reclassified Fluent English Proficient), and 4.9% students with disabilities (19 students). Our mission is ensuring all graduates earn admission to four-year post-secondary institutions, and we have maintained 100% four-year college acceptance for every year for which data is available. Our SBAC tested cohort of approximately 68 students means that small shifts in individual performance produce meaningful year-over-year volatility in Distance from Standard metrics. Enrollment in this profile uses the Census Day point-in-time count (386); renewal data tables use the CDE cumulative count (393) for the same 2024-25 year.

2025 California School Dashboard Summary

Indicator	Status	Color	Trend
ELA (DFS)	-37.5	Orange	Declined 13.9 pts
Math (DFS)	-63.9	Orange	Declined 32.9 pts
Science (CAST)	44.3 pts	Orange	Declined 5.3 pts
Graduation Rate	89.2%	Orange	Declined 7.3 pts
ELPI	76.7%	Blue	Increased 55.2 pts
CCI (Prepared)	88.2%	Green	Declined 8.3 pts
Suspension Rate	0.0%	Blue	Improved 2.3 pts

Source: 2025 California School Dashboard (CDE)

AIMS HS is positioned at the MIDDLE renewal tier. We are submitting this Performance Improvement Plan voluntarily to demonstrate proactive improvement management across our Orange academic indicators. Chronic Absenteeism is a state indicator but is not among the academic-performance indicators addressed by this Performance Improvement Plan; it is monitored through the school's MTSS and attendance systems.

Graduation Rate: Orange (89.2%)

Our graduation rate declined from 96.5% (Blue) in the prior year to 89.2% (Orange) on the 2025 Dashboard. An internal audit of CALPADS Report 15.2 identified the primary driver: five of seven students classified as dropouts were actually coded as California transfers (T160), but their SSIDs could not be matched to a receiving school in the CALPADS system. Without a verified match, these students automatically defaulted to dropout status in CDE's cohort calculation. A sixth student had an active discrepancy between CALPADS and our local student information system. The seventh was a mid-year exit not coded as a transfer. The four-year adjusted cohort comprised 93 students, of whom 83 graduated. Had the five confirmed California transfers been correctly excluded from the cohort rather than defaulting

to dropout status, the graduation rate would have been approximately 94 percent, restoring most of the year-over-year decline and confirming that the drop reflects a data-certification gap rather than a change in student outcomes.

The root cause is a gap in our end-of-year data certification process. CALPADS Report 15.2 shows how CDE will classify each student in the graduation cohort, but AIMS did not review this report before certifying end-of-year data. Unmatched transfer records and coding errors went uncaught and became final in the Dashboard calculation.

We are taking two corrective actions:

Mandatory Report 15.2 review before every EOY certification. Beginning with the Class of 2026 cycle, our Manager of Enrollment and Records will review every Dropout and Still Enrolled classification in Report 15.2, resolve SSID mismatches, verify exit codes against PowerSchool, and correct discrepancies before certification closes.

Proactive SSID reconciliation for all transfers. When a student exits with a T160 code, staff will confirm the receiving school's CALPADS enrollment within 30 days of exit rather than relying on the automated SSID match at year-end.

These process changes will not retroactively correct the 2025 Dashboard, but they ensure that future cohort calculations accurately reflect student outcomes rather than data reporting gaps.

II. Areas of Strength (No PIP Required)

The following indicators meet or exceed the standard for charter renewal. These results reflect the same structures of data-driven instruction, targeted intervention, and staff accountability that we are now applying to the academic indicators addressed in this plan. Peer comparison data throughout this plan is drawn from the 2025 California School Dashboard (CDE).

English Learner Progress (ELPI): Blue (76.7%)

We posted the strongest single-indicator improvement on the 2025 Dashboard, gaining 55.2 percentage points year over year to reach Blue status. Our Long-Term English Learner subgroup performed even higher at 79.5%, also earning Blue.

School	ELPI %	Color	Change
AIMS HS	76.7%	Blue	+55.2
Life Academy	53.3%	Green	+3.3
EBIA	48.9%	Green	+23.3
CCPA	44.0%	Yellow	+5.5
Fremont	43.2%	Yellow	+23.2
Oakland High	37.2%	Yellow	+11.5
Latitude 37.8	35.4%	Yellow	+7.7
Oakland Unity	34.6%	Red	-8.5
ARISE	28.8%	Red	-1.1
OUSD District	40.3%	Orange	+1.2
California	46.4%	Yellow	+0.7

College/Career Indicator (CCI): Green (88.2% Prepared)

Our CCI stands at 88.2% Prepared, ranking third among Oakland peer schools. While this represents a decline from the prior year's 96.5%, the broader trajectory tells the story: we have risen from 52.2% in 2022-23 to 88.2% today, driven by 100% A-G completion across all subgroups.

School	% Prepared	Color	Change
ARISE	96.0%	Blue	+9.8
EBIA	92.2%	Green	-4.8
AIMS HS	88.2%	Green	-8.3
Oakland Unity	85.7%	Blue	+19.9
CCPA	83.8%	Blue	-0.9
Envision	78.0%	Green	-7.4
Latitude 37.8	73.1%	Blue	+6.4
Life Academy	67.2%	Green	+3.3
Oakland High	51.6%	Green	+3.4
Fremont	38.3%	Yellow	-0.3

School	% Prepared	Color	Change
OUSD District	43.4%	Yellow	-1.1
California	51.7%	Green	+3.1

Suspension Rate: Blue (0.0%)

We recorded zero suspensions across 393 cumulative enrollment in 2024-25, earning Blue status and the lowest rate among all peer schools. This outcome reflects our restorative practices model.

School	Rate	Color	Change
AIMS HS	0.0%	Blue	-2.3
Life Academy	0.7%	Blue	-1.8
Oakland High	2.7%	Green	-0.9
EBIA	2.8%	Green	-4.3
ARISE	3.1%	Green	-2.0
Latitude 37.8	3.2%	Green	-3.8
Oakland Unity	3.5%	Green	-3.6
CCPA	6.4%	Yellow	-1.8
Fremont	7.4%	Yellow	-0.6
Envision	23.7%	Red	+5.0
OUSD District	4.1%	Yellow	-0.2
California	2.9%	Green	-0.4

College Acceptance: 100% for Every Year With Available Data

Every graduating class for which acceptance data is available (six verified years) has achieved 100% acceptance to four-year colleges and universities.

III. PIP 1: Enrollment and Retention

Category: Operations | Growth Area: Enrollment, Yield, and Retention

Baseline Data

Our high school enrollment peaked at 467 students in 2021-22 and has since declined to 393 in 2024-25 (CDE cumulative enrollment), an approximately 16% contraction. This trajectory mirrors district-wide trends, but our losses have outpaced regional patterns, pointing to school-specific drivers that demand a targeted response.

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment (CDE cumulative)	430	463	467	450	395	393
YoY Change	--	+7.7%	+0.9%	-3.6%	-12.2%	-0.5%

Our current-year point-in-time enrollment is 356 students (2025-26, internal records). The difference between this figure and the 393 cumulative count above reflects two distinct measures: cumulative enrollment counts every student served at any point in the year, while the point-in-time figure reflects active enrollment on a single date.

A closer look at our enrollment operations reveals that the contraction is not primarily a problem of awareness or demand. Across the system, AIMS generated 696 applications in the most recent cycle and extended offers to all applicants, yet 163 families declined enrollment after receiving an offer, a post-offer decline rate of approximately 23.4% against an internal goal of 15 to 18%. Tour-to-application conversion is strong at approximately 76%, and community outreach events convert to applications at approximately 29%. These funnel figures reflect system-wide enrollment operations, the most granular data currently available; the school is building the capacity to disaggregate the funnel by school level. The pattern is consistent: families know AIMS, visit AIMS, and apply to AIMS at healthy rates. The largest measurable loss occurs after a family has already been offered a seat, and among continuing families weighing whether to return. This shifts the center of gravity for our plan from recruitment volume toward enrollment yield and retention.

Root Causes

Post-application yield leakage. Our most significant and most addressable loss occurs after families apply and are offered admission. A post-offer decline rate near 23.4% means roughly one in four offered families does not complete enrollment. Contributing factors include delayed follow-up after application, incomplete documentation, competing offers from other schools, and the absence of a structured accepted-family onboarding experience that builds commitment between offer and first day. Because awareness and application volume are already strong, closing this gap is the single highest-yield lever available to us.

Program-level retention drivers among continuing families. Direct outreach to families in spring 2026 surfaced a consistent set of themes among those weighing whether to continue at AIMS HS: clarity about curriculum changes, confidence in college-readiness supports, counselor accessibility, consistency of

uniform expectations, cultural representation in programming, and the consistency and timeliness of school-to-family communication. These are not recruitment issues; they are experience-and-trust issues that determine whether an enrolled family stays. Left unaddressed, they erode the continuing-enrollment base that recruitment is meant to build on.

Weak internal feeder pipeline. A significant share of our K-8 eighth graders choose a different high school each year, despite having attended the AIMS system since elementary school. Focus groups with departing families reveal a consistent theme: students want a "fresh start" after spending up to nine years on the same campus. Our current 8th grade transition programming is passive; we hold an information session but do not actively re-recruit our own students or differentiate the high school experience from the K-8 one. A meaningful share of our enrollment loss occurs at this transition and in the early high-school years, where students who do not find an immediate fit are most likely to leave. Without a deliberate bridge program, we risk losing the same families to the same impulse regardless of other organizational changes.

Marketing reach and program differentiation. Awareness is a relative strength, but two gaps remain. First, bilingual enrollment materials do not exist despite a significant Spanish-speaking population in the surrounding community, limiting reach into families for whom language is a barrier. Second, prospective families consistently cite facilities, sports, and extracurriculars as deciding factors when choosing between AIMS and competitor schools. We operate in a constrained facility with limited athletic infrastructure. Our basketball program had a strong season this year, but that success is not yet leveraged in recruitment messaging, and the BUILD entrepreneurship program launching in 26-27 has not yet become a recognized identity pillar. These factors shape yield and differentiation rather than basic awareness.

Strategies

Post-application yield and retention system. We will convert our enrollment operation from event-driven recruitment into a managed conversion pipeline, with the post-offer window as the priority.

- Establish a structured accepted-family engagement sequence: rapid personal follow-up after application, tour and document reminders, accepted-family events, student shadow days, and a "Welcome to AIMS" onboarding experience.
- Institute an Open House conversion cadence (October, November, January, February) as the primary commitment-building touchpoint for families already in the funnel.
- Stand up the data infrastructure that makes yield measurable: phone number as primary family identifier, low-friction digital lead capture at events, and tour-to-enrollment attribution, replacing the disconnected records that currently obscure where families are lost.
- Track and report post-offer decline, tour conversion, and event conversion each cycle so resource allocation follows the data.

Continuing-family retention and belonging. Retention is the most cost-effective enrollment strategy: families who stay strengthen reputation, drive referrals, and reduce acquisition pressure. We will systematize the experience-and-trust factors that keep families enrolled.

- Address the surfaced retention themes directly: confirm college-readiness supports (SAT/PSAT and college-application support), establish counselor communication norms, set consistent uniform

expectations, and publish a family communication calendar so changes are communicated proactively rather than reactively.
- Partner with AIMS Parents United, a newly formed parent leadership organization, as a standing channel for family voice, listening sessions, and peer-to-peer engagement.
- Use Panorama survey results (first administration May 2026) to establish a school-connectedness and family-satisfaction baseline in 2026-27 and set retention-linked improvement targets from that baseline.

Family ambassador program. Current families are our most effective recruiters, and most new families report learning about AIMS through word of mouth. Formalizing this channel, anchored by AIMS Parents United, turns an informal strength into a measurable system. This strategy directly addresses the marketing-reach and visibility gap identified in the Marketing reach and program differentiation root cause, converting word-of-mouth into a tracked referral channel.

- Design and launch a family ambassador program with a clear structure and recognition.
- Add "How did you hear about AIMS?" and family-priority questions to all enrollment intake forms to establish channel attribution (now in progress through the updated enrollment packet).
- Report referral metrics quarterly to the enrollment team to inform resource allocation.

8th-to-9th grade bridge program. A significant share of our own K-8 students currently leave for other high schools. A structured bridge program makes the high school feel new and distinct from the K-8 experience.

- Launch a spring semester bridge experience: HS shadow days, mentorship pairing with current 9th and 10th graders, and participation in HS signature events.
- Host dedicated 8th grade family nights at the HS campus, separate from K-8 events, to establish the HS as its own community.
- Provide early course selection and elective previews so 8th graders see expanded HS offerings.
- Administer intent-to-return surveys in January and May of 8th grade to identify at-risk families early.

Targeted bilingual outreach. Reaching Spanish-speaking families requires deliberate, culturally responsive outreach in addition to our existing channels.

- Produce Spanish-language video content showcasing student experiences and academic programs for social media.
- Ensure enrollment materials (applications, FAQs, website, signage) are available in English and Spanish.
- Host community focus groups with Latino, Black, African diaspora, and Asian families to understand priorities and barriers, and use targeted neighborhood outreach (including direct mail near feeder and early-childhood pipelines) to extend reach.

Program differentiation. Families want more than academics. Our constrained facility limits traditional athletics, but other differentiation pathways are available.

- Scale the BUILD entrepreneurship program from pilot into a full 9-12 pathway, positioning business and entrepreneurship as a signature pillar.
- Expand after-school clubs and student organizations, with student leadership driving program design.
- Leverage the basketball program's strong season in recruitment messaging and school identity materials.

Action Plan

Strategy	Key Actions	Owner	Timeline	Evidence
Post-Application Yield	Build accepted-family engagement sequence (follow-up, shadow days, onboarding)	Manager of Enrollment	Y1 Fall	Sequence live; yield tracked
	Open House cadence (Oct/Nov/Jan/Feb)	Manager of Enrollment	Y1 ongoing	Open Houses held; attendance
	Enrollment data infrastructure (phone ID, lead capture, tour attribution)	Manager of Enrollment	Y1 Fall	Attribution operational
Continuing-Family Retention	Confirm college-readiness supports; counselor norms; communication calendar	Head of School	Y1 Fall	Commitments published
	Partner with AIMS Parents United on listening and engagement	Head of School	Y1 ongoing	Sessions held; participation
	Panorama belonging baseline	Director of Teaching and Learning / Head of School	Y1 May	Baseline established
Family Ambassador	Launch ambassador program anchored by Parents United	Manager of Enrollment	Y1 Winter	Program launched
	Channel attribution on all intake forms	Manager of Enrollment	Y1 Fall	100% source attribution
8th-to-9th Bridge	Spring bridge: shadow days + mentorship; dedicated HS family nights	Heads of Schools / Enrollment	Y1 Spring	Bridge held; attendance logs

Strategy	Key Actions	Owner	Timeline	Evidence
	Intent-to-return surveys (Jan + May)	Heads of Schools / Enrollment	Y1 Jan/May	Survey completion rate
Bilingual Outreach	Spanish-language materials and video; community focus groups	Communications / Enrollment	Y1 Fall	Materials live; focus groups held
Program Diff.	Scale BUILD to 9-12; expand clubs; basketball in messaging	Head of School	Y1-Y2	BUILD enrollment; new clubs

Owner titles reflect current convention; the interim executive leadership title transitions to Superintendent effective July 1, 2026.

Targets

Metric	Baseline (2025-26)	Y1 (2026-27)	Y2 (2027-28)	Y3 (2028-29)
HS Enrollment	356	356	355	355
9th	83	92	86	86
10th	97	72	98	90
11th	103	90	76	99
12th	73	102	95	80
Annual student retention	97.0%	97.5%	98.0%	98.5%

Enrollment yield leading indicators:

Metric	Baseline	Y1 Target	Y2 Target
Post-offer decline rate	~23.4%	18%	15%
Event-to-application conversion	~29%	35%	38-40%
Monthly tour attendance	Current	+25%	Sustained

Annual student retention reflects the share of continuing students who re-enroll year over year. Grade-level counts reflect projected cohort size and incoming-class composition, including intake and class-size shifts, and are not a direct measure of student attrition. Enrollment yield indicators reflect system-wide enrollment operations pending school-level disaggregation. The headline enrollment target is held essentially flat as a conservative planning assumption: projected yield and retention gains are expected to offset continued regional enrollment pressure and a constrained facility rather than produce net growth within the plan period.

IV. PIP 2: Academic Performance (ELA, Math, Science, History)

Category: Performance | Dashboard: ELA Orange (-37.5 DFS), Math Orange (-63.9 DFS), Science Orange (44.3 Scale Points). History has no state assessment but is addressed through cross-cutting strategies.

Baseline Data

ELA: Distance from Standard by Subgroup

Subgroup	2018-19	2021-22	2022-23	2023-24	2024-25
All Students	10.6	-30.1	39.9	-23.6	-37.5
African American	--	-72.7	9.4	-16.2	-49.6
Asian	48.1	22.1	102.9	-1.2	33.4
Hispanic	--	-40.9	-14.8	-86.1	-102.6
English Learners	-60.3	-70.7	-60.4	-93.1	-98.9
SED	-8.4	-41.3	46.7	-16.6	-47.2

Math: Distance from Standard by Subgroup

Subgroup	2021-22	2022-23	2023-24	2024-25
All Students	-74.1	+17.4	-31.0	-63.9
African American	-131.8	-30.7	-57.6	-112.1
Asian	+9.2	+103.0	+52.3	+38.6
Hispanic	-107.5	-75.6	-130.5	-111.4
English Learners	-119.0	-40.9	-44.1	-127.5
SED	-104.6	+23.5	-21.0	-70.4

Science CAST: Scale Points by Subgroup

Subgroup	Scale Points	Change	N
All Students	44.3	-5.3 (Orange)	80
African American	41.9	+2.4	35
Hispanic	32.6	-3.8	14
English Learners	39.9	-2.4	29
SED	43.8	-4.5 (Orange)	55
Asian	52.5	-14.4	24

The 2024-25 results represent the lowest point in a volatile five-year pattern driven by a tested cohort of approximately 68 students. ELA declined 13.9 points and Math declined 32.9 points year over year. The 83.4-point decline in English Learner Math DFS is the largest single-subgroup decline in any subject. Hispanic Math was the only subgroup to show positive movement (+19.1 points). NWEA MAP Math at the 65th national percentile suggests formative capacity above the national median; the gap between

NWEA and SBAC reflects differences in test format and conditions. These NWEA MAP percentiles are based on the partial 2024-25 administration (approximately 75% completion) and are leading indicators, not a whole-school measure. All CAASPP and CAST figures in this section are drawn from the 2025 California School Dashboard (CDE), reflecting 2024-25 results.

NWEA MAP Diagnostic Baseline

Metric	Value (Year)	Source
NWEA MAP Math percentile	65th (2024-25)	LCAP p.20
NWEA MAP ELA percentile	46th (2024-25)	LCAP p.20

Peer Comparisons

ELA Distance from Standard

School	DFS	Color	Change
Oakland Unity	+32.8	Green	-17.4
EBIA	+3.6	Yellow	-5.6
Latitude 37.8	-2.8	Yellow	+8.8
ARISE	-4.3	Orange	-2.9
Life Academy	-31.5	Orange	-12.7
AIMS HS	-37.5	Orange	-13.9
Oakland High	-38.3	Yellow	+7.6
Envision	-49.6	Yellow	+35.2
CCPA	-68.6	Orange	+0.2
Fremont	-150.0	Orange	+5.9
OUSD District	-50.1	Yellow	+4.8
California	-8.1	Yellow	+5.1

Math Distance from Standard

School	DFS	Color	Change
AIMS HS	-63.9	Orange	-32.9
EBIA	-65.2	Orange	-19.7
Oakland Unity	-78.3	Orange	-29.4
Latitude 37.8	-82.6	Yellow	+20.8
ARISE	-88.1	Yellow	+14.3
Oakland High	-100.1	Yellow	+17.7
Life Academy	-102.3	Red	-29.1
Envision	-127.3	Orange	+37.8
CCPA	-134.6	Red	-1.0
Fremont	-227.6	Orange	+8.2
OUSD District	-78.7	Yellow	+6.3

School	DFS	Color	Change
California	-42.4	Yellow	+5.2

In Math, we rank first among peers in absolute DFS, though our decline is the steepest. In ELA, we sit just above Oakland High and above the district mean. The peer data confirms that low Math DFS is regional; every comparison school is Orange or worse. Our challenge is trajectory: most peers improved while we declined.

Root Causes

Inconsistent evidence-based writing across content areas. Four departments teach claim-evidence-reasoning using four different vocabularies: ELA uses claim plus analysis, History uses CCQC (Claim, Context, Quote, Commentary), Science uses CER (Claim, Evidence, Reasoning), and Math uses construct-interpret-justify. Students encounter each framework in isolation rather than building cumulative proficiency across subjects. The result is visible in our Spring 2026 SBAC Interim Assessment Block (IAB) data: in ELA, 90% of students scored Below Standard on the Revision IAB (n=10) and 43% Below on Research (n=16); in Math, 46% scored Below on Algebra and Functions I (n=39) and 40% Below on Algebra and Functions II (n=57). Because the 2026 IABs were administered at teacher discretion rather than under standardized conditions, these results are diagnostic indicators of skill gaps, not comparable trend data. The pattern is consistent: students can state a claim but cannot sustain evidence-based reasoning across multiple paragraphs, regardless of subject.

Uneven instructional supports for Multilingual Learners. GLAD (Guided Language Acquisition Design) adoption reached 72% through dedicated Cycle of Inquiry work, but saturation is incomplete. Some high school teachers resist interactive strategies they perceive as elementary-level pedagogy. During 2024-25, long-term substitutes in EL-heavy classes could not deliver designated ELD instruction, directly contributing to the 83.4-point decline in EL Math DFS (from -44.1 to -127.5), the largest single-subgroup decline on the entire 2025 Dashboard. The counterpoint is that where GLAD has been implemented with fidelity, it works: the ELPI jumped from 21.5% to 76.7% (Blue). The issue is coverage, not efficacy.

Loss of instructional coaching capacity. The instructional coach passed away midyear 2024-25, disrupting coaching cycles, classroom observations, and professional development continuity for the remainder of the year. The position was not replaced in time. Without a coach to facilitate PLCs, drive observation-feedback loops, and connect PD to classroom practice, instructional variation across classrooms went unmonitored. Teacher credentialing stands at 72.2% (13 of 18 teachers). Three vacancies remain: ELA, Special Education, and Teacher Assistant. Adult capacity is the gating constraint on every other strategy in this plan.

Cycles of Inquiry implementation variability. Our COI framework is the primary mechanism through which departments set goals, implement strategies, analyze data, and reflect on practice. Where cycles run at fidelity, practice changes are measurable: ELD Cycle 3 produced a documented increase in GLAD adoption from 41% to 72%. Where cycles do not run at fidelity, nothing moves: the SPED Cycle 2 workbook is completely blank, and Geometry SMART goals were left with placeholder text. The framework is sound; what is missing is consistent facilitation and an accountability mechanism that makes blank workbooks visible before the end of the cycle.

Intervention supports lack systematic activation. Saturday School, tutoring, and Break/Summer classes are funded and operational, but student enrollment is teacher-nominated rather than data-triggered. The MTSS Director position is new (previously did not exist), and the incumbent is still building systems. NWEA MAP completion stands at 75%, meaning one in four students lacks the diagnostic data needed for systematic tier placement. No published decision rules define when a student moves from Tier 1 to Tier 2 or Tier 3. The infrastructure exists; what is missing is the activation discipline that connects assessment data to intervention placement.

Theory of Improvement

Our improvement architecture is built on the AIMS Way Plan and executed through Cycles of Inquiry (COI). COI is not one strategy among several; it is the operating system through which all strategies in this plan are implemented, monitored, and refined. Each quarter, every department sets measurable goals, implements targeted practices, analyzes student data, and reflects on impact. The strategies below are designed to be delivered through this existing COI structure, not as standalone initiatives layered on top of it. Strategy 1 (writing framework alignment) becomes the content of COI goals across departments. Strategy 2 (Integrated ELD) becomes a practice standard monitored through COI walkthroughs. Strategy 4 (MTSS activation) connects to COI because the 9-week data cycle reviews generate the intervention placement data. Strategy 3 addresses COI fidelity directly. The instructional coach (Enabling Infrastructure) is the person who facilitates COI cycles, conducts the walkthroughs, and connects professional development to classroom practice. When COI runs at fidelity, our school produces measurable gains: EL Progress jumped from 21.5% to 76.7% through a COI-driven GLAD adoption effort. This plan applies that same discipline to ELA, Math, Science, and History.

Cross-Cutting Strategies

Strategy 1: Common Schoolwide Evidence-Based Writing and Reasoning Frame. All four content areas already teach evidence-based reasoning, but with four different vocabularies. We will adopt an aligned disciplinary writing frameworks with explicit crosswalks, so students encounter the same core reasoning structure in every class. Departments embed writing framework goals into their quarterly COI plans, ensuring adoption is tracked through the existing cycle structure. To increase writing volume, every content area assigns at least one extended multi-paragraph evidence-based writing task per unit, building the sustained reasoning capacity that current assessments identify as the binding constraint.

- Finalize the aligned framework crosswalk at summer Bootcamp with all department leads, mapping each department's existing framework to the common template.
- Embed writing prompts aligned to the framework crosswalk in every department's pacing guide, ensuring at least one framework-aligned assignment per unit.
- Conduct PLC calibration sessions using student work samples scored on the framework crosswalk, building inter-rater reliability across departments.
- Administer a cross-content writing project each May where students produce one framework-aligned response in each subject.

Increase writing frequency: each department assigns at least one extended (multi-paragraph) evidence-based writing task per unit, scored on the framework crosswalk, ensuring students practice sustained reasoning across all four content areas.

Strategy 2: Integrated ELD Strategies Across All Content Areas. GLAD strategies are proven at our school: ELPI jumped from 21.5% to 76.7% (Blue). The problem is coverage, not efficacy. We will move from 72% adoption to 100%. ELD strategy adoption becomes a standing COI metric, tracked through quarterly walkthrough data and reported at each Exhibition of Learning.

- ELD Manager conducts demonstration lessons in every HS class (all subjects, not only English), reframing GLAD as rigorous, AP-compatible differentiation.
- Complete observation-debrief cycles with 100% of HS teachers (18 total; 2025-26 coverage reached HS English classes only), with follow-up walkthroughs to verify strategy adoption.
- Address resistance directly: provide HS-specific GLAD modeling that demonstrates the strategies work in AP and college-prep contexts.
- Ensure designated ELD via LIFT curriculum serves Level 1-2 ELs in grades 9-12 with a credentialed teacher.

Strategy 3: Cycles of Inquiry Fidelity with Quarterly Exhibition of Learning. Our COI framework produces measurable gains when executed at fidelity, but execution is uneven. The fix is not a new system; it is accountability within the existing one.

- Every content team completes all four cycle workbooks (Plan, Implement, Analyze, Reflect) at full fidelity, audited quarterly by the Head of School.
- Launch a Quarterly Exhibition of Learning (5/5/2/10/5 protocol) for cross-department review, making cycle results visible to peers.
- Departments with bottom-quartile completion receive mandatory facilitated coaching.
- Begin with two Exhibitions in Y1, moving to quarterly in Y2.

Strategy 4: MTSS Activation: Intervention Stack Sequenced to NWEA Triggers. Our intervention infrastructure is funded and available. What is missing is the activation discipline that connects existing supports to assessment data. MTSS tier placement connects to COI through the 9-week data cycle reviews, which generate the assessment data that triggers intervention assignments.

- Publish Tier 1/2/3 entry and exit criteria: below 40th percentile triggers Tier 2 (tutoring, IXL); sustained below 30th triggers Tier 3 (specialist, Saturday/Break/Summer cohort).
- MTSS Director coordinates all referrals, tracks participation, and reports intervention-to-outcome match rates quarterly. The MTSS Director will have Tier criteria and referral protocols operational by Y1 Fall, supported by the external data consultant who provides continuity from prior-year data cycle work.
- Raise NWEA MAP completion from 75% to 89% in Y1, targeting 95%+ by Y2. The remaining 11% in Y1 typically represents students who enroll after the testing window or have extended absences; these students receive intervention placement through teacher observation and classwork until NWEA data becomes available.
- Implement 9-week data cycle reviews with the external data consultant to adjust pacing and intervention intensity quarterly.

Enabling Infrastructure: Adult Capacity Stabilization. This is not a co-equal strategy. It is the infrastructure that makes Strategies 1-4 work.

- Re-staff the instructional coach position to restore observation-feedback cycles and PLC facilitation.
- Launch a credentialing pathway from the current 72.2% toward an interim target of 80% properly credentialed by June 2027, with quarterly progress monitoring.
- Fill three vacancies (ELA, SpEd, TA) by October Census Day of Y1, prioritizing candidates with EL instructional experience.
- Maintain teacher turnover below 10%.

Action Plan

Strategy	Key Actions	Owner	Timeline	Evidence
Framework Alignment	Finalize framework crosswalk at Bootcamp; embed in pacing guides	Dir. of Teaching & Learning	Bootcamp	Crosswalk adopted
	PLC calibration sessions with student work	Dir. of Teaching & Learning	Quarterly	Inter-rater reliability data
	May cross-content writing project	Dir. of Teaching & Learning	Y1 May	Student work scored across 4 subjects
Integrated ELD	Demo lessons in every HS class (all subjects)	ELD Manager	Y1 ongoing	Demo lesson completion log
	Observation-debrief: 100% of HS teachers	ELD Manager	Y1 ongoing	Walkthrough data quarterly
	HS-specific GLAD modeling for AP contexts	ELD Manager	Y1 Fall	PD session held
COI Fidelity	All depts complete 4 cycle workbooks	Head of School	Quarterly	Workbook completion audit
	Exhibition of Learning (2x Y1, quarterly Y2+)	Head of School	Y1 per schedule	Exhibitions held
	Bottom-quartile coaching triggered	Head of School	As needed	Coaching logs
MTSS Activation	Publish Tier 1/2/3 criteria	MTSS Director	Y1 Fall	Criteria document published

Strategy	Key Actions	Owner	Timeline	Evidence
	NWEA triggers replace teacher nomination	MTSS Director	Y1 Fall	NWEA-to-intervention match rate
	Raise NWEA completion 75% to 89%	MTSS Director	Each cycle	Completion rate tracked
	9-week data cycle reviews	MTSS Director	Quarterly	Review notes; adjustments logged
Adult Capacity	Re-staff instructional coach	Head of School	Y1 ASAP	Position filled
	Fill ELA/SpEd/TA vacancies	Head of School	Y1 by Oct Census	Vacancies filled
	Credentialing pathway: quarterly monitoring	Head of School	Quarterly	Progress reports

Targets

ELA Targets (LCAP-Aligned)

Subgroup	Baseline	2026-27	2027-28	2028-29	Growth
All Students	-37.5	-34.5	-31.5	-28.5	+3/yr
African American	-49.6	-43.6	-37.6	-31.6	+6/yr
Hispanic	-102.6	-90.6	-78.6	-66.6	+12/yr
English Learners	-98.9	-86.9	-74.9	-62.9	+12/yr
SED	-47.2	-41.2	-35.2	-29.2	+6/yr
Asian	+33.4	+33.4	+33.4	+33.4	Maintain

Math Targets (LCAP-Aligned)

Subgroup	Baseline	2026-27	2027-28	2028-29	Growth
All Students	-63.9	-60.9	-57.9	-54.9	+3/yr
African American	-112.1	-109.1	-106.1	-103.1	+3/yr
Hispanic	-111.4	-108.4	-105.4	-102.4	+3/yr
English Learners	-127.5	-121.5	-115.5	-109.5	+6/yr
SED	-70.4	-67.4	-64.4	-61.4	+3/yr

Subgroup	Baseline	2026-27	2027-28	2028-29	Growth
Asian	+38.6	+38.6	+38.6	+38.6	Maintain

Science CAST Targets (Scale Points)

Subgroup	Baseline	2026-27	2027-28	2028-29	Growth
All Students	44.3	46.3	48.3	50.3	+2 SP/yr
African American	41.9	43.9	45.9	47.9	+2 SP/yr
Hispanic	32.6	36.6	40.6	44.6	+4 SP/yr
English Learners	39.9	41.9	43.9	45.9	+2 SP/yr
SED	43.8	45.8	47.8	49.8	+2 SP/yr
Asian	52.5	54.5	56.5	58.5	+2 SP/yr

NWEA MAP Leading Indicators

Metric	Baseline (2024-25)	2026-27	2027-28	2028-29
NWEA MAP: Math (%ile)	65th	65th	65th	65th
NWEA MAP: ELA (%ile)	46th	49th	52nd	55th

Growth rates: ELA subgroups +6/yr (Hispanic and EL at +12/yr); Math subgroups +3/yr (EL at +6/yr); Science +2 SP/yr (Hispanic +4 SP/yr). All aligned to LCAP. History has no state assessment; addressed through Strategy 1 (Common Writing Frame) and Strategy 2 (GLAD Saturation).

V. OUSD Performance Improvement Plan Tables

The following tables satisfy the OUSD Office of Charter Schools PIP template requirements. Improvement plan narratives reference strategies from Section IV with subgroup-specific emphasis. SQR v5 (January 2024) element citations connect each plan to OUSD quality standards. Per California School Dashboard rules, only numerically significant subgroups (n=30 or more) receive a performance level and a corresponding plan table below; English Learner and Hispanic/Latino counts at the high school fall below this threshold on the academic indicators (across Mathematics and Science these counts range from 14 to 29 students, all below 30), so they receive no Dashboard color or separate table here. Their needs are addressed through the schoolwide and EL-targeted strategies in Section IV, including Integrated ELD/GLAD saturation and the common evidence-based writing framework.

ELA: All Students (Orange)

Category	Performance
Growth Area	ELA Academic Performance (CAASPP DFS)
Baseline	-37.5 DFS, Low, Declined (Orange), N=68
Y1 Goal (2026-27)	-34.5 DFS
Y2 Goal (2027-28)	-31.5 DFS
Y1 Plan	Aligned cross-content writing frameworks unifies reasoning instruction across ELA, History, Science, Math (SQR 2A.1). Integrated ELD strategies in all classrooms supports MLL access (SQR 2A.3). NWEA-triggered MTSS replaces teacher-nominated intervention (SQR 2C.1).
Y2 Plan	Cross-content writing project administered schoolwide. Exhibition of Learning quarterly. MTSS refined from Y1 data (SQR 2A.1, 2A.2, 3A.2).

ELA: African American (Red)

Category	Performance
Growth Area	ELA, African American (CAASPP DFS)
Baseline	-49.6 DFS, Very Low, Declined Significantly (Red), N=31
Y1 Goal (2026-27)	-43.6 DFS
Y2 Goal (2027-28)	-37.6 DFS
Y1 Plan	Schoolwide strategies plus: PLCs disaggregate NWEA ELA by race for AA-specific strand analysis (SQR 3A.2). Counseling identifies at-risk AA students quarterly (SQR 2C.1, 2A.3).
Y2 Plan	PLC disaggregation tracks AA trajectories. Counseling reviews incorporate student voice and family input (SQR 2A.2, 3A.2, 1B.2).

ELA: Socioeconomically Disadvantaged (Red)

Category	Performance
Growth Area	ELA, SED (CAASPP DFS)
Baseline	-47.2 DFS, Very Low, Declined Significantly (Red), N=48
Y1 Goal (2026-27)	-41.2 DFS
Y2 Goal (2027-28)	-35.2 DFS
Y1 Plan	Schoolwide strategies plus: transportation passes remove access barriers to Saturday School and tutoring (SQR 2A.3). MTSS Tier 2 attendance interventions target SED students (SQR 2C.1).
Y2 Plan	Access support refined using Y1 attendance data. MTSS incorporates attendance stability alongside NWEA triggers (SQR 2C.1, 2C.3).

Math: All Students (Orange)

Category	Performance
Growth Area	Math Academic Performance (CAASPP DFS)
Baseline	-63.9 DFS, Low, Declined Significantly (Orange), N=68
Y1 Goal (2026-27)	-60.9 DFS
Y2 Goal (2027-28)	-57.9 DFS
Y1 Plan	Common writing frame addresses the Math reasoning and justification weakness identified in IAB data (SQR 2A.1). GLAD math vocabulary in all classrooms (SQR 2A.3). NWEA <40th triggers Tier 2 (SQR 2C.1). Coach re-staffed for Math PLCs (SQR 3A.3).
Y2 Plan	Cross-content writing includes Math justification. Target 50%+ meeting NWEA RIT growth. MTSS refined from Y1 data (SQR 2A.1, 2A.2, 2C.1).

Math: African American (Orange)

Category	Performance
Growth Area	Math, African American (CAASPP DFS)
Baseline	-112.1 DFS, Low, Declined Significantly (Orange), N=31
Y1 Goal (2026-27)	-109.1 DFS
Y2 Goal (2027-28)	-106.1 DFS
Y1 Plan	AA-All Students gap is 48.2 points in Math vs. 12.1 in ELA. PLCs disaggregate NWEA Math by race (SQR 2A.3, 3A.2). Counseling targets AA Math students for Tier 2 (SQR 2C.1).
Y2 Plan	Coaching cycles prioritize Math classrooms with highest AA concentrations. PLCs track gap closure rate (SQR 3A.3, 2A.2, 1B.2).

Math: Socioeconomically Disadvantaged (Orange)

Category	Performance
Growth Area	Math, SED (CAASPP DFS)
Baseline	-70.4 DFS, Low, Declined Significantly (Orange), N=48
Y1 Goal (2026-27)	-67.4 DFS
Y2 Goal (2027-28)	-64.4 DFS
Y1 Plan	Transportation passes sustain SED access to Saturday School and Math tutoring (SQR 2A.3). NWEA-triggered intervention with priority scheduling (SQR 2C.1).
Y2 Plan	Y1 participation and growth data evaluated. Resource allocation adjusted (SQR 2C.3, 2C.1).

Science: All Students (Orange)

Category	Performance
Growth Area	Science (CAST, Scale Points)
Baseline	44.3 SP, Low, Declined Significantly (Orange), N=80
Y1 Goal (2026-27)	46.3 SP
Y2 Goal (2027-28)	48.3 SP
Y1 Plan	CER framework aligned to schoolwide common rubric (SQR 2A.1). Inquiry-based labs anchor instruction. Science PLCs complete all 4 COI cycles (SQR 3A.2). ELD strategies embedded in Science classrooms (SQR 2A.3).
Y2 Plan	Cross-content writing includes Science CER. Exhibition quarterly with Science tasks. AP Science proficiency +5pp target (SQR 2A.1, 2A.2, 3A.2).

Science: Socioeconomically Disadvantaged (Orange)

Category	Performance
Growth Area	Science, SED (CAST, Scale Points)
Baseline	43.8 SP, Low, Declined (Orange), N=55
Y1 Goal (2026-27)	45.8 SP
Y2 Goal (2027-28)	47.8 SP
Y1 Plan	Transportation supports ensure SED access to after-school lab sessions and Saturday Science (SQR 2A.3). NWEA-triggered protocols extended to Science (SQR 2C.1).
Y2 Plan	Y1 Science intervention data analyzed. Resource allocation adjusted (SQR 2A.2, 2C.1, 2C.3).

VI. Board Adoption

This Performance Improvement Plan was reviewed and adopted by the AIMS College Prep Governing Board. The Board commits to monitoring progress on all identified metrics through quarterly Academic Review presentations, ensuring alignment with our LCAP and existing governance structures. Progress will be reported to OUSD through the charter oversight process.

Board Meeting Date: _____

Resolution Number: _____

_____
Superintendent

_____
Head of School

_____
Kimi Kean, Board Chair

AIMS K-12 College Prep Charter District

Special Education

Performance Improvement Plan

Based on the Seneca Family of Agencies Program Review

June 2026 | Board Approval Draft

I. Executive Summary

AIMS K-12 College Prep Charter District is committed to providing equitable, high-quality educational environments that support the academic, social-emotional, and developmental needs of all students, including students with disabilities. As part of its ongoing commitment to continuous improvement and in support of charter renewal, AIMS commissioned Seneca Family of Agencies to conduct a comprehensive review of its special education program across all three campuses.

Seneca, a nonprofit organization headquartered in Oakland, California with extensive programming rooted in an Unconditional Education approach, spent two full days on AIMS campuses visiting the elementary (K-5), middle (6-8), and high school (9-12) sites. The review included 10 focus groups with middle and high school students, special education case managers, general education teachers, school and district leadership, related service providers, and families. Seneca also conducted an audit of 30 randomly selected IEPs across all campuses, reviewing compliance with timelines and regulations, provision of services by credentialed personnel, and use of data-informed practices to guide services and goal integrity.

The review identified findings across five focus areas: **compliance; service delivery and meetings; family engagement; staff training and role clarity; and equity and disproportionality.** Across all five areas, the review surfaced a consistent pattern: AIMS has strong relational strengths, caring and committed staff, and meaningful examples of student growth, but significant systems challenges that impact consistency, compliance, and trust. The addition of the new Special Education Manager was repeatedly named as a strength and a foundation for building a more sustainable program.

This Performance Improvement Plan translates the Seneca findings into a structured, phased response organized around five key strategies, one for each focus area. Each strategy is grounded in specific root causes identified by Seneca, includes measurable targets and accountability mechanisms, and is mapped to a phased implementation timeline spanning five years. Year 1 implementation is organized into two waves: Wave 1 (Q1-Q2) establishes foundational infrastructure, and Wave 2 (Q3-Q4) builds on that foundation with training, monitoring, and engagement systems. The plan prioritizes stabilizing foundational systems in Years 1 and 2, deepening instructional quality and equity practices in Years 3 and 4, and sustaining improvement through data-informed evaluation in Year 5.

AIMS is submitting this plan as evidence of its commitment to transparent self-assessment, timely corrective action, and sustained improvement in the quality, consistency, and compliance of services for students with disabilities. The plan is organized as a five-year improvement framework, with Year 1 and Year 2 serving as the formal corrective implementation period. This plan is not a response to crisis; it is evidence of an organization that takes its obligations to students with disabilities seriously and invests in getting it right.

II. Context and Current State

Organization Profile

AIMS K-12 College Prep Charter District is an independent nonprofit charter organization operating three schools in Oakland, California: American Indian Public Charter School II (Elementary, K-5) and AIMS College Prep Middle School (6-8), both located at 171 12th Street; and AIMS College Prep High School (9-12), located at 746 Grand Avenue through a Proposition 39 facilities agreement with Oakland Unified School District. Total enrollment across the district is approximately 1,203 students. During the implementation period, AIMS anticipates consolidating from three campuses to two sites; this plan is designed to remain applicable across the continuing K-8 and high school configuration.

Student Demographics (High School)

The high school serves approximately 386 students (Census Day). The student body is 46.9% African American, 19% English Learners, 4.9% Students with Disabilities, and 64.5% Socioeconomically Disadvantaged.

Special Education Program Profile

AIMS serves approximately 100 students with IEPs across the K-12 district. At the high school, 19 students currently have active IEPs, representing approximately 4.9% of enrollment. This rate sits below state averages. The review surfaced legacy referral and eligibility patterns that current leadership is actively correcting through strengthened Child Find, referral, and service-determination practices; three new identifications were made at the high school during 2025-26 as those systems take hold.

Staffing: The Special Education Manager began in February 2026, bringing nearly two decades of experience as an education specialist. The program employs four education specialists (all contracted): one assigned to the high school, one for grades K-4, one for grades 5-6 and part of 7th, and one for grades 7-8 (who started in April 2026). The district has 14-15 instructional assistants, primarily AIMS employees. Related services include speech therapy (2-3 full-time providers via Ascend, delivered virtually), occupational therapy (virtual), and counseling (one full-time AIMS employee). Section 504 plans are managed by an 8th-grade teacher.

Service Delivery Model (High School): The high school uses primarily a push-in support model within general education classes. A "study skills" class is built into the block schedule, replacing an elective but never removing access to core classes. Two sections serve approximately 9-10 students each. Students attend once daily with the education specialist to work on IEP goals and assignments. Speech and occupational therapy are delivered via pull-out to a designated learning area for virtual sessions.

SELPA Membership

AIMS is a member of the El Dorado Charter SELPA, which provides extensive support including weekly training calls for the Special Education Manager, CALPADS and SACE training, general education teacher training, and a four-day leadership training for the Special Education Manager scheduled for July 2026. The SELPA also offers several funding pools that AIMS is positioned to access, including the

Mental Health Average Daily Attendance Allocation Grant, Legal Risk Pool, Non-Public School/RTC/Site-based Therapeutic Pool, Low-Incidence Reimbursements, and NPS/RTC/SBT ERMHS Requests.

External Review

In spring 2026, AIMS commissioned Seneca Family of Agencies to conduct a comprehensive review of the special education program. Seneca spent two full days on campus visiting all three schools, conducted 10 focus groups with students, staff, families, and leadership, and audited 30 randomly selected IEPs. The resulting report, prepared by Gini Sanders and Devon McNeeley, organized findings across five focus areas and provided detailed recommendations for each. This Performance Improvement Plan is the district's structured response to that review.

Authorizer Context

AIMS K-12 College Prep Charter District operates under two authorizers. The high school (grades 9-12) is authorized by the Oakland Unified School District (OUSD) through the Office of Charter Schools. The elementary and middle school campuses (K-8) are authorized by the Alameda County Office of Education (ACOE). Although authorization is split, the special education program operates as a single K-12 system under one Special Education Manager, with shared staffing, compliance processes, and service delivery structures spanning all three campuses. This Performance Improvement Plan therefore serves both authorizer relationships and applies district-wide.

ACOE's current Memorandum of Understanding (MOU) with AIMS monitors student achievement in Distance from Standard (DFS), with Students with Disabilities (SWD) highlighted as a monitored subgroup. Consistent with its LCAP improvement convention, AIMS sets a minimum 3-point annual DFS improvement as its own target for this subgroup. The compliance improvements in Strategy 1, service delivery stabilization in Strategy 2, and equity monitoring in Strategy 5 directly support AIMS' ability to meet those annual DFS targets for SWD. Strengthening IEP quality, ensuring timely service delivery, and increasing identification of eligible students all contribute to measurable academic gains for this subgroup.

For OUSD, the renewal site visit process is aligned with the School Quality Review (SQR) rubric, which includes elements specifically evaluating special education policies and procedures (2C.5), meaningful inclusion of students with disabilities (1B.3, 2A.3), and multi-tiered systems of support (2C.1). The action items in this PIP are mapped to SQR elements so that renewal evaluators can trace each improvement commitment to the standards they will assess during the site visit.

III. Root Cause Analysis

The following root cause analysis is organized by the five focus areas assessed by Seneca. For each area, specific findings are drawn directly from the Seneca report, with corresponding systemic root causes identified.

Focus Area 1: Compliance

The compliance domain examines how well AIMS' special education systems and practices align with the legal and procedural requirements intended to protect students with disabilities and ensure they receive appropriate services and supports.

Strengths

Compliance strengths center on early signs of stronger systems and clearer communication. Participants noted improving coordination around meetings and follow-through, growing access to information and structures that support special education services, and stronger accountability from leadership. Families described clearer explanations of the special education process, and students showed some emerging awareness of their supports.

Challenges and Root Causes

Theme	Challenges Identified
Timelines and legal risk	IEP meetings not held on time; evaluations and re-evaluations late. Scheduling and accountability are not standardized across schools and case managers.
Disorganized systems and documentation	Inconsistent "IEP-at-a-glance" availability, limited access to IEP/evaluation documentation for general education teachers and families. Each case manager has their own method for tracking, monitoring, and scheduling.
Lack of standardized processes	No shared compliance tracker, no centralized timeline tracking, no consistent documentation expectations across the district.
Procedural integrity concerns	Families report paperwork translations not completed, signature and attendance questions unanswered, and a widespread perception that paperwork is delayed or incomplete.
Implementation gaps	Mismatches between required service minutes and available staffing; students being missed for services; limited transparency; inconsistent responsiveness to teacher input about accommodations and needs.

Transition planning weaknesses	Limited implementation of transition goals and post-secondary planning. Insufficient coordination between middle school and high school when students move from 8th to 9th grade.
Limited student ownership	Many students have limited understanding of their IEPs or support plans, and only a few reported participating in their own meetings.

Focus Area 2: Service Delivery and Meetings

The service delivery and meetings domain focuses on how special education supports are experienced in practice, both in day-to-day delivery and in formal meetings.

Strengths

Service delivery strengths were rooted in relationships, responsiveness, and the presence of supports that help students access school more successfully. Participants described caring adults, trusted relationships, positive peer connections, meaningful student growth, and responsive support during times of need. Helpful collaboration structures, including provider meetings and shared notes, support continuity and coordination. Flexible service models (push-in, pull-out, 1:1) were described as valuable.

Challenges and Root Causes

Theme	Challenges Identified
Inconsistent systems and coordination	Service delivery affected by inconsistent communication, uneven collaboration, unclear prioritization, referral process confusion, and weak follow-through across teams.
Staffing and sustainability pressures	Shortages, turnover, uneven provider quality, limited contracted hours, budget constraints, and restricted coverage create major barriers to consistent support.
Virtual and uneven services	Families raised concerns about virtual and outsourced services, inconsistent responsiveness, and supports that did not always match student needs.
Service delivery schedule barriers	Difficult service schedules, limited push-in support, last-minute schedule changes, and reduced coverage make it hard to deliver services consistently.
Unreliable meeting scheduling	Difficulty securing required team members for meetings, unclear accountability for coverage and attendance, and unpredictable meeting timing and scheduling.

Classroom support gaps	Teachers want clearer accommodation guidance, stronger collaboration with special education staff, more individualized supports, and more time and structures to support students effectively.
Behavior support challenges	Significant concerns with behavior systems, including inconsistent protocols, weak follow-through, and insufficient supports for students with more intensive needs.
Student experience gaps	Students described inconsistent access to help, low-engagement grouping practices, academic language that feels too difficult, limited opportunities for movement and breaks, and classroom environments affected by noise and large class sizes.
Slow MTSS/SST processes	Referrals "disappearing" or experiencing extremely long delays (months from referral to follow-up, if any at all). Despite efforts to renew the process, staff still report difficulties receiving follow-up communication regarding their concerns.

Focus Area 3: Family Engagement

The family engagement domain focuses on how families experience communication, partnership, and participation within AIMS' special education system.

Strengths

Family engagement strengths centered on accessibility, partnership, and a welcoming school culture. Families described many staff as easy to reach and open to communication, and several comments reflected a sense of positive partnership and responsiveness. Families also described being present, engaged, and increasingly comfortable asking questions and using their voice in the process.

Challenges and Root Causes

Theme	Challenges Identified
Inconsistent communication	Family experiences vary widely, with some describing strong support and others reporting major breakdowns. Uneven communication across providers, staff changes without clear notice, infrequent updates, and unclear points of contact.
Limited proactive outreach	No clear beginning-of-year connection, no communication cadence, and long wait times for family concerns to be addressed (including medical needs, obtaining records, and AAC support). Late IEPs and re-evaluations, and delayed awareness of the supports their child is receiving at school.

Barriers to family participation	Family and school availability for meetings, lack of notice or communication to families regarding meetings, inconsistent family notification within MTSS and special education processes, and transition and postsecondary communication gaps.
Cultural responsiveness needs	Stigma related to special education in multilingual and multicultural family contexts. Need for more individualized family communication. Incomplete or delayed translation and interpretation of special education documents.
Service model affects perception	Some families request in-person speech and occupational therapy services and report concerns about virtual services leading to increased screen time, additional time out of class, and impacted functional benefit for students.

Focus Area 4: Staff Training and Role Clarity

The staff training and role clarity domain focuses on how well staff understand their responsibilities, how clearly roles are defined across teams, and whether staff have the training, tools, and support needed to serve students effectively.

Strengths

Strengths centered on strong staff commitment, helpful relationships, and early signs of more productive collaboration. Staff were described as communicative, proactive, and invested in students. Families named staff who set high expectations and built trust, and teachers highlighted instructional assistants, special education leaders, and other key staff as meaningful supports. Students pointed to trusted adults and supportive interactions with staff, reinforcing that relationships are a clear strength.

Challenges and Root Causes

Theme	Challenges Identified
Unclear roles and expectations	Confusion about responsibilities, scheduling ownership, consultation practices, and role definitions across teams.
Inconsistent collaboration	Weak coordination across general education, special education, and administration; uneven feedback structures; no long-term collaborative vision.
Turnover and trust	Staff inconsistency, difficult working relationships, and reduced continuity for families and teams.

Insufficient practical training	Need for more coaching, tools, and immediately applicable strategies for academics, behavior, and classroom implementation. Instructional assistants are stable and caring but have unclear boundaries and insufficient preparation for high-needs students. No structured onboarding process, ongoing supervision, or coaching by a lead teacher.
Gap in shared SPED understanding	General education teachers need stronger understanding of accommodations, shared responsibility, disability awareness, and effective support for students with IEPs. Some resist accommodations or feel modifications are not their responsibility.
Behavior and safety capacity	Requests for Crisis Prevention Institute training and de-escalation strategies; concerns about students eloping, bullying, and general safety were repeatedly named. No clear disciplinary protocol, documentation, or follow-up to appropriate staff. Lack of communication with special education staff prevents proper Manifestation Determination meetings and requirements.

Focus Area 5: Equity and Disproportionality

The equity and disproportionality domain focuses on whether students experience fair, inclusive, and responsive access to special education supports across the school system.

Strengths

Strengths related to equity centered on belonging, representation, and inclusion. Families and students described a school culture where representation matters, where some students experience respectful inclusion and positive peer interactions, and where access to electives, friendships, and future aspirations reflects important strengths in how students see themselves and their possibilities.

Challenges and Root Causes

Theme	Challenges Identified
Uneven access and belonging	Inconsistent access to care, responsive support, and a sense of belonging, especially for students with more intensive or transitional needs.
Placement and pathway concerns	Students with IEPs clustered in one classroom; pull-out services increasing and inclusion practices inconsistent, raising least-restrictive-environment concerns. Confusion around honors and AP constraints and questions about appropriate placement and supports for students with disabilities.

Disability awareness gaps	Reports of bullying related to disability, confidentiality concerns when students' personal situations are discussed publicly, and inconsistent behavior protocols that may undermine student belonging. Need for stronger shared understanding of disability, accommodations, and equitable support within general education settings.
ELL and SPED overlap	Confusion between language acquisition and disability-related needs; high numbers of students identified in both systems; need for clearer differentiation in referral and evaluation processes.
Systems reinforcing inequity	Inconsistent referral pathways, unclear prioritization, uneven systems, and school conditions that affect comfort and learning.

IV. IEP Audit Findings

Seneca conducted an audit of 30 randomly selected student files across elementary, middle, and high school sites. The assessment team reviewed each file for compliance with IEP timelines and regulations related to plan development, provision of assigned service delivery by appropriately credentialed personnel, and use of data-informed practices to guide services and goal integrity. The following table summarizes the overarching themes and corresponding action steps.

Finding	Action Step
IEPs not consistently within required yearly timeframe	Create a singular shared tracker for each school level (elementary, middle, and high) with student timelines including upcoming IEPs, evaluations, and service providers. Implement a shared calendar system to improve visibility of staff availability and support timely meeting scheduling. Establish preferred meeting days and times for special education meetings.
IEPs left open and unaffirmed	Conduct a comprehensive audit of all IEPs and prioritize affirming and closing overdue records.
Electronic signatures missing from IEPs	Implement a weekly review process for follow-up on outstanding electronic signatures to support timely affirmation and closure of IEPs. Dedicate time during weekly special education meetings to review upcoming timelines and signature status.
Progress notes lacking quantitative data; breaks in progress monitoring	Conduct a leadership review of progress reports for completeness, data quality, and alignment before sending them to families.
Conflicting IEP dates and service detail errors	Conduct a leadership quality assurance review before affirming all IEPs to correct any date errors and ensure that goals and service frequency are complete and correct.

V. Key Strategies

The following five strategies are directly mapped to the root causes identified in each focus area. Each strategy includes specific actions, Year 1 priorities, and Year 2 targets. Strategies are designed to be focused and actionable; every action traces to a documented Seneca finding. Each strategy is aligned to the OUSD School Quality Review (SQR) rubric elements that renewal evaluators will assess during the site visit.

Strategy 1: Build Sustainable Compliance Systems

Addresses: Focus Area 1 (Compliance) root causes

SQR Alignment: 2C.5 (Special Education Policies and Procedures), 2C.6 (504 Plans), 1C.3 (Annual Site-Based Planning Process)

This strategy establishes the foundational systems infrastructure necessary for reliable, consistent compliance across all three campuses. The core problem is not a lack of effort but a lack of standardized tools and processes that work independently of any single individual.

Key Actions

- Create a Google Sheets-based centralized compliance tracker for each school level (elementary, middle, high) capturing IEP annual dates, triennials, initial evaluations, amendments, progress report due dates, pending consents, and any other timeline-bound tasks. The tracker will be maintained on a shared Google Drive accessible to case managers, the Special Education Manager, and school leadership.
- Standardize documentation expectations across the district: sending drafts to families, procedural safeguards, final copies, electronic signature follow-up, and language translation requests.
- Establish a shared electronic file structure with a consistent naming convention so documentation can be produced quickly when requested.
- Create a required "IEP-At-A-Glance" packet that ensures essential student supports and plans are accessible to all staff working with IEP students in a timely manner.
- Launch a monthly internal compliance audit focused on highest-risk items: timelines met, required participants, meeting notes and Prior Written Notice, progress reporting, and translation documentation. Results inform coaching, corrective actions, and systems improvement.
- Implement a language access routine with a clear request process for interpretation and translation needs, turnaround expectations, and a tracking log to ensure completed documents are delivered to families consistently.

Year 1 Focus

Wave 1 (Q1-Q2): Compliance tracker live and updated weekly. File structure established. SPED documentation standards published and training completed. **Wave 2 (Q3-Q4):** Monthly audits begin by end of first quarter. Language access tracking log operational.

Year 2 Focus

Monthly compliance audits fully operational with trend data informing coaching. All overdue IEPs affirmed and closed. Electronic signature compliance at 95% or above. Language access requests completed within 10 business days at 90% or above.

Strategy 2: Stabilize Staffing and Standardize Service Delivery

Addresses: Focus Area 2 (Service Delivery and Meetings) root causes

SQR Alignment: 2C.1 (Multi-tiered System of Support), 2C.3 (Resource Management), 2C.4 (Schedules and Calendars), 2A.3 (Meaningful Inclusion and Targeted Intervention)

This strategy addresses the fragmented coordination, staffing pressures, and process gaps that prevent consistent service delivery. The goal is predictability: staff, families, and students should be able to rely on schedules, structures, and routines that do not change with individual personnel.

Key Actions

- Develop shared service schedules by campus, published on a shared electronic drive, including provider and instructional assistant assignments and where push-in and pull-out services occur.
- Establish a standing weekly special education team meeting with protected time for compliance review, resource sharing, collaborative problem-solving, and case consultations.
- Create grade-level or content-area planning blocks for special education case managers and general education teachers to coordinate instruction and accommodations.
- Standardize the meeting scheduling workflow: who initiates meetings, who sends invites, required participants, role definitions within meetings, and contingency plans for coverage when unexpected issues arise.
- Establish an "arrival/onboarding" protocol for students with intensive needs (first 10 days plan): staffing coverage, safety plan review, classroom supports, and family communication check-ins.
- Create a transition handoff routine between middle school and high school: spring handoff meetings, key needs summary, and service model confirmation before schedules are finalized.
- Clarify MTSS/SST decision rules with a one-page flowchart showing how a student is referred from MTSS to special education, what that handoff looks like, and who is responsible for each step.
- Reduce reliance on contracted services by returning duties in-house over time. Returning academic evaluations to education specialists is expected to produce significant annual savings. Build a direct-hire education specialist pipeline.

- Conduct a contract scope review for all contracted Education Specialists and Instructional Assistants to confirm that PIP-required duties fall within current agreements; identify scope gaps and renegotiate where needed.

Year 1 Focus

Wave 1 (Q1-Q2): Service schedules published and maintained. Weekly collaboration time protected in master schedule. Arrival/onboarding protocol documented. Contract scope review completed. **Wave 2 (Q3-Q4):** Meeting workflow standardized. Service delivery model review completed with recommendations to leadership.

Year 2 Focus

Shared service schedules fully operational. Classroom coaching rollout begins. Transition handoff routine established between middle and high school. MTSS/SST flowchart published and distributed. Service delivery monitoring integrated with monthly compliance audits.

Strategy 3: Strengthen Family Engagement and Communication

Addresses: Focus Area 3 (Family Engagement) root causes

SQR Alignment: 3C.3 (Family Partnership Structures), 3B.2 (Communication Practices), 1B.2 (Asset-Based and Anti-Racist Mindset)

This strategy builds consistent, proactive communication systems that ensure families are informed, engaged, and welcomed as partners in their child's education. The core issue is not a lack of caring staff but a lack of shared systems that ensure every family has the same experience regardless of which staff member they interact with.

Key Actions

- Develop and implement a family communication standard: who responds to requests and questions, expected response times, preferred channels, and what families can expect before and after special education meetings.
- Establish communication frequency guidelines: reach out to families at least three times per year (not just at the annual IEP meeting) to build relationships and provide updates.
- Create a standardized meeting logistics process that outlines steps around communication with families for meeting scheduling, facilitation, and follow-up. Families should be informed about the purpose of the meeting and provided with a draft agenda ahead of time. Interpretation needs should be confirmed in advance.
- Implement a language access routine: proactively ask families about interpretation needs rather than waiting for them to request it. Track interpreter and translation requests to completion. Provide training for staff on best practices when using interpreter services.

- Develop family-friendly documents explaining the special education process in simple steps, including the differences between IEPs and 504 plans, the MTSS/SST pathway, and how families can participate.
- Implement a concern-tracking log (date, concern, owner, next step, resolution) so families receive follow-through and leadership can see patterns.
- Provide culturally responsive communication training for all staff interacting with families, with specific attention to stigma awareness, inclusive family engagement, and multilingual and multicultural contexts.

Year 1 Focus

Wave 1 (Q1-Q2): Communication standards published and shared with all families. Meeting logistics process standardized. **Wave 2 (Q3-Q4):** Language access routine implemented with tracking log. Family-friendly documents created, translated, and distributed. Culturally responsive training delivered.

Year 2 Focus

Communication cadence fully operational (three or more contacts per family per year). Family feedback collected and reviewed annually. Culturally responsive practices embedded in staff routines and evaluated through observation.

Strategy 4: Develop Practical Staff Training and Role Clarity

Addresses: Focus Area 4 (Staff Training and Role Clarity) root causes

SQR Alignment: 3A.4 (High-Quality Professional Learning), 3A.3 (Coaching, Observation and Feedback), 3A.2 (Professional Learning Communities), 3A.1 (Collective Ownership of Student Outcomes)

This strategy builds the shared knowledge, skills, and role definitions necessary for all staff to effectively support students with disabilities. The review found that staff are committed and caring but lack the practical tools, training, and clarity to translate that commitment into consistent practice.

Key Actions

- Launch a "Special Education 101" onboarding module for all new AIMS staff covering: roles and responsibilities, confidentiality requirements, the difference between accommodations and modifications, the MTSS/SST referral pathway, and special education processes and timelines.
- Develop a yearlong professional development scope and sequence for special education topics during protected PD time, including: classroom-based IEP implementation, behavior management and de-escalation (including Crisis Prevention Institute training), mandated reporting, best practices when using interpretation services, supporting multilingual learners, and Multi-tiered System of Supports.

- Clearly define the instructional assistant role: core responsibilities, boundaries, and expectations across settings. Provide ongoing training using real student profiles covering communication supports, safety, prompting, data collection, and de-escalation.
- Establish a regular supervision and coaching cadence by the Special Education Manager or a designated Lead Case Manager to review compliance and quality of services, engage in collaborative problem-solving, and strengthen practice skills.
- Create a shared electronic special education resources folder organized by topic, accessible to all staff: graphic organizers, behavior charts, modification guides, informational documents, community resources, and slide decks from trainings.
- Establish professional goals and development objectives for the Special Education Manager with access to professional development funds and time for additional trainings, including the El Dorado Charter SELPA four-day leadership training (July 2026) and weekly training calls.
- Implement a consistent process for logging behavioral incidents across campuses, clarifying communication pathways between disciplinary and special education staff, and establishing a review process to ensure Manifestation Determination meetings occur when required.

Year 1 Focus

Wave 1 (Q1-Q2): Onboarding protocol launched for all new hires. Instructional assistant roles and expectations clarified in writing. Professional development scope and sequence published. SPED Manager goals documented and SELPA training scheduled. **Wave 2 (Q3-Q4):** Shared resources folder created and populated. Behavior incident documentation process live. Culturally responsive training completed.

Year 2 Focus

Classroom coaching rollout begins with targeted support for highest-need classrooms and grades. Ongoing supervision cadence established. All staff complete Special Education 101 within first month of employment.

Strategy 5: Implement Equity Monitoring and Inclusive Practices

Addresses: Focus Area 5 (Equity and Disproportionality) root causes

SQR Alignment: 1B.3 (Meaningful Inclusion of SWD and Vulnerable Groups), 2A.3 (Meaningful Inclusion and Targeted Intervention), 2B.1 (Joyful Environment and Caring Relationships), 2C.1 (Multi-tiered System of Support), 3C.4 (Student Leadership/Voice)

This strategy establishes the systems and routines necessary to ensure identification, placement, and access decisions are consistent, data-informed, and student-centered. The review surfaced concerns about uneven access, classroom clustering, and confusion between English learner needs and disability-related needs that require ongoing monitoring and clear decision rules.

Key Actions

- Establish a quarterly equity and least-restrictive-environment (LRE) review examining: identification rates (English learner vs. disability), placement patterns, classroom clustering of students with IEPs, and discipline and incident data for students with disabilities.
- Create clear decision rules for distinguishing language acquisition from disability-related need, including required data sources and team members, so evaluation referrals are consistent and defensible.
- Monitor classroom-level IEP concentration and require leadership review when clustering may affect access, inclusion, staffing, or service delivery. When review indicates concentration is impacting student support, implement scheduling adjustments or additional adult support.
- Strengthen the disability-related bullying response: develop a clear reporting pathway, documentation expectations, follow-through monitoring, and family notification process. Ensure families are informed about concerns or incidents and receive timely follow-up.
- Implement student-centered campus initiatives that promote disability acceptance, neuro-affirming language, and respect for differences to strengthen belonging across the school community.
- Consider a more dynamic, individualized approach to course offerings and placement to meet all students at their instructional level, including ensuring access to honors and AP courses for students with disabilities.
- Monitor push-in and pull-out service trends across campuses for LRE impact. Ensure inclusion supports are strengthened alongside any increases in pull-out services.

Year 1 Focus

Wave 1 (Q1-Q2): IEP concentration monitoring process established and communicated to scheduling teams. **Wave 2 (Q3-Q4):** Quarterly equity review process established and first reviews completed. ELL/disability decision framework created and implemented. Bullying response pathway published. Child Find outreach initiated. At least two campus-wide disability acceptance and inclusion initiatives implemented.

Year 2 Focus

Deepen the quarterly equity/LRE review to include clustering reduction targets and push-in/pull-out trend monitoring. Track and report bullying response resolution rates (target: 90% of incidents resolved within 5 business days). Implement service model adjustments based on Year 1 virtual vs. in-person review. Monitor HS IEP identification rate against comparable benchmarks and investigate if rate remains materially below state and county averages. Ensure course scheduling provides equitable access to honors and AP courses for students with disabilities.

Years 3-4 Focus

Distributed special education leadership roles across campuses. Quarterly reviews fully operational with data trends informing program decisions. In-house academic evaluations operational. Direct-hire education specialist pipeline established.

Year 5 Focus

Evaluate effectiveness of all equity monitoring systems using multi-year data. Annual staffing structure review. Expand student voice in IEP meetings and self-advocacy programming. Data-informed continuous improvement. Innovation on a stable foundation.

VI. Implementation Action Plan

The following table maps each action item to its implementation phase and wave, responsible owner, timeline, measurable target, the specific Seneca finding it addresses, and the SQR rubric element it supports. Year 1 is organized into two waves: Wave 1 (Q1-Q2) establishes foundational infrastructure, and Wave 2 (Q3-Q4) builds on that foundation. Ownership is distributed across multiple leaders to ensure no single role bears disproportionate responsibility for implementation. Action items are tagged with campus scope: (K-12) for district-wide, (K-8) for ACOE-authorized campuses, or (HS) for the OUSD-authorized high school, to support both authorizer relationships.

Pre-Launch (June 2026): This plan follows a Year 0 foundation year (2025-26), during which AIMS completed the independent Seneca Family of Agencies SPED program review and presented this Performance Improvement Plan for Board adoption (June 2026), establishing a 2024-25 outcome baseline ahead of Year 1 (2026-27). Prior to formal Year 1 implementation, the Special Education Manager is completing 9 high-priority compliance files targeted for closure by June 30, 2026 to reduce immediate compliance risk and establish a cleaner baseline for Year 1 implementation. This pre-launch work addresses the most urgent legacy backlog and establishes the compliance baseline against which Year 1 metrics will be measured. The comprehensive IEP backlog audit (Wave 1, Q1) will address remaining overdue records once formal implementation begins.

Phase	Action Item	Owner	Timeline	Metric/Target	Seneca Reference	SQR Element
NOW Wave 1	(K-12) Google Sheets-based centralized compliance tracker for each school level	Special Education Manager	Q1	Tracker live, updated weekly; separate tabs for K-8 and HS	Compliance: timelines, documentation	2C.5
NOW Wave 1	(K-12) Audit all open/overdue IEPs and finalize (affirm and close) them in SEIS	Special Education Manager	Q1	100% of overdue IEPs affirmed and closed	IEP Audit: IEPs left open	2C.5
NOW Wave 1	(K-12) Standardized file structure and naming convention	Special Education Manager	Q1	All files organized per standard	Compliance: disorganized systems	2C.5
NOW Wave 1	(K-12) SPED documentation standards published: IEP meeting-notes	Dir. of Teaching & Learning	Q1	Templates in use for 100% of IEP meetings and	Compliance: inconsistent IEP-at-a-glance	2C.5

	template, IEP-at-a-glance format, required case-file fields			case files by end of Q1	and case-file documentation	
NOW Wave 1	(K-12) Service-delivery schedules (by provider and time block, non-identifying) maintained as a living shared sheet, one per campus	Heads of School; Special Education Manager	Q1	Schedules on shared drive; one per campus	Service Delivery: schedule barriers	2C.4
NOW Wave 1	(K-12) Weekly SPED team collaboration time protected	Dir. of Teaching & Learning	Q1	Weekly meetings held	Service Delivery: coordination gaps	3A.2
NOW Wave 1	(K-12) Family communication standards published	Special Education Manager; Executive Director	Q1	Standards shared with all families	Family: inconsistent communication	3C.3
NOW Wave 1	(K-12) Special Education 101 onboarding module (SELPA-delivered, 3-hour session; some sessions fall-only with training continuing across the year)	Dir. of Teaching & Learning	Q1	80% of new staff complete during their first available SELPA session (phased across the year; some modules fall-only)	Staff: no onboarding process	3A.4
NOW Wave 1	(K-12) Service-provider roles and expectations clarified in writing	Special Education Manager	Q1	Role document distributed	Staff: unclear roles	3A.1
NOW Wave 1	(K-12) PD scope and sequence for SPED topics	Dir. of Teaching & Learning	Q1	Published and approved	Staff: insufficient training	3A.4

NOW Wave 1	(K-12) IEP concentration monitoring and leadership review process	Heads of School	Q1	Monitoring process established; leadership review triggered when concentration may affect access or services	Equity: placement concerns	1B.3
NOW Wave 1	(K-12) Arrival/onboarding protocol for students with intensive needs	Enrollment; Special Education Lead; Heads of School (informed), with teacher follow-through	Q1	Protocol documented and applied to 100% of new intensive-needs students	Service Delivery: student experience gaps	2A.3
NOW Wave 1	(K-12) Professional development goals for Special Education Manager	Executive Director	Q1	Goals documented; SELPA training scheduled	Staff: leadership capacity	3A.4
NOW Wave 1	(K-12) Scope review for all contracted service providers	Executive Director; HR	Q1	Review complete; scope gaps identified	Service Delivery: staffing pressures	2C.3
NOW Wave 1	(K-12) SPED Manager succession and contingency plan	Executive Director	Q1	Contingency plan documented; Dir. of Teaching & Learning as interim coordinator; SELPA emergency consultation	Staff: dependency on individuals	2C.3

				as external backup		
NOW Wave 2	(K-12) IEP-At-A-Glance packet for all IEP students	Case Managers	Q2	100% of IEP students have packet	Compliance: limited access	2C.5
NOW Wave 2	(K-12) Monthly internal compliance audit launched	Dir. of Teaching & Learning; Special Education Manager	Q2	Minimum 8 audits in Year 1 (accounting for Q1-Q2 ramp-up)	Compliance: timelines, legal risk	2C.5
NOW Wave 2	(K-12) Language access routine, tracked in SEIS	Special Education Manager	Q2	75% requests completed in 10 days	Family: translation delays	3B.2
NOW Wave 2	(K-12) Behavior incident documentation process	Heads of School; Special Education Lead	Q2	Process live; monthly leadership review of behavior incident reports; staff trained	Staff: no disciplinary protocol	2C.1
NOW Wave 2	(K-12) Quarterly equity/LRE review process	Dir. of Teaching & Learning and Head of SPED	Q2	4 reviews per year; results shared with both authorizers	Equity: uneven access	1B.3
NOW Wave 2	(K-12) ELL/disability decision framework	Lead ELD; Special Education Manager	Q2	Framework published	Equity: ELL/SPED overlap	2A.3
NOW Wave 2	(K-12) Grade-level planning blocks for SPED and gen ed teachers	Dir. of Teaching & Learning; Heads of School	Q2	Planning blocks in master schedule	Service Delivery: coordination gaps	3A.2

NOW Wave 2	(K-12) Meeting scheduling workflow standardized	Case Managers; Special Education Manager	Q2	Workflow published and in use	Service Delivery: unreliable meetings	2C.4
NOW Wave 2	(K-12) Meeting logistics process for families	Case Managers	Q2	Process documented; families receive agenda before meetings	Family: barriers to participation	3C.3
NOW Wave 2	(K-12) Shared electronic SPED resources folder	Case Managers	Q2	Folder live and populated	Staff: insufficient practical training	3A.4
NOW Wave 2	(K-12) Disability-related bullying response pathway	Heads of School; Special Education Manager and MTSS Team	Q2	Pathway published; staff trained	Equity: disability awareness gaps	2B.1
NOW Wave 2	(K-12) Campus disability acceptance and inclusion initiatives	Special Education Lead; Heads of School; Director of Teaching and Learning	Q3	At least 2 campus-wide initiatives per year	Equity: disability awareness gaps	2B.1
NOW Wave 2	(HS) Proactive Child Find activities and outreach	Special Education Manager; Case Managers	Ongoing	Child Find systems strengthened; monitor HS identification rate against comparable benchmarks	Equity: low identification rate	2C.5

NOW Wave 2	(K-12) Service delivery model review (virtual vs. in-person)	Executive Director; Special Education Manager	Q3	Review completed; recommendations to leadership	Service Delivery: virtual services	2C.3
NOW Wave 2	(K-12) Family-friendly SPED process documents	Dir. of Teaching & Learning; Case Managers	Q3	Documents created, translated, distributed	Family: inconsistent communication	3C.3
NOW Wave 2	(K-12) Culturally responsive communication training	Dir. of Teaching & Learning	Q3	80% of staff trained	Family: cultural responsiveness needs	1B.2
NEXT Year 2	(K-12) Shared service schedules fully operational	Case Managers; Heads of School	Ongoing	Schedules current, no gaps; reviewed monthly	Service Delivery: staffing pressures	2C.4
NEXT Year 2	(K-12) Classroom coaching rollout	Dir. of Teaching & Learning	Q1 27-28	Coaching cycles for priority classrooms	Staff: practical training needed	3A.3
NEXT Year 2	(K-12) MTSS/SST decision flowchart published	Dir. of Teaching & Learning; Special Education Manager, SST team	Q1 27-28	Flowchart distributed; 70% referrals resolved in 30 days	Service Delivery: slow MTSS/SST	2C.1
NEXT Year 2	(K-8 / HS) Transition handoff routine (5th, 8th, and 12th)	Heads of School; Special Education Manager	Spring 28	Spring handoff meetings held for all transitioning SWD	Service Delivery: transition gaps	2A.3

NEXT Year 2	(K-12) Monthly compliance audits at full operation	Executive Director and Director of Teaching and Learning; Special Education Manager	Ongoing	12 audits/year; trend data informs coaching	Compliance: timelines	2C.5
NEXT Year 2	(K-12) Family communication cadence (3x/year), logged in SEIS	Case Managers	Ongoing	90% of families contacted 3x	Family: limited outreach	3C.3
NEXT Year 2	(K-12) Concern-tracking log operational	Case Managers; Heads of School	Q1 27-28	Log active, reviewed monthly by leadership	Family: barriers to participation	3C.3
NEXT Year 2	(K-12) All staff complete SPED 101	Dir. of Teaching & Learning	Ongoing	100% within 30 days of hire	Staff: gap in SPED understanding	3A.4
NEXT Year 2	(K-12) Supervision/coaching cadence established	Special Education Manager	Q2 27-28	Bi-weekly supervision sessions	Staff: no coaching structure	3A.3
NEXT Year 2	(K-12) Convert virtual/outsourced services to on-site delivery where appropriate	Executive Director	Q2 27-28	Family satisfaction improvement; service model decisions implemented	Service Delivery: virtual services	2C.3
NEXT Year 2	(K-12) IEP affirmation within 5 business days	Case Managers; Special Education Manager	Ongoing	85% Year 2; 95% Year 3	IEP Audit: IEPs left open	2C.5

NEXT Year 2	(K-12) Electronic signature completion rate tracking	Case Managers	Ongoing	90% Year 2; 98% Year 3	IEP Audit: signatures missing	2C.5
NEXT Year 2	(K-12) Progress report quality review before distribution	Dir. of Teaching & Learning; Case Managers	Ongoing	80% with quantitative data Year 2; 95% Year 3	IEP Audit: progress notes	2C.5
NEXT Year 2	(K-12) IA onboarding within 2 weeks of start date	HR; Special Education Manager	Ongoing	80% Year 2; 100% Year 3	Staff: no structured onboarding	3A.4
NEXT Year 2	(K-12) Deepened equity/LRE review: concentration monitoring + push-in/pull-out trends	Dir. of Teaching & Learning	Ongoing	Concentration reviewed quarterly; LRE trends documented; results shared with authorizers	Equity: placement concerns	1B.3
NEXT Year 2	(K-12) Bullying pathway: track resolution rates	Heads of School	Ongoing	90% incidents resolved within 5 BD	Equity: disability awareness gaps	2B.1
NEXT Year 2	(HS) Equitable course access for SWD (honors/AP)	Heads of School; Dir. of Teaching & Learning	Scheduling cycle	Zero SWD students denied course access based on IEP status	Equity: placement and pathway concerns	1B.3
BUILDING Years 3-4	(K-12) Distributed SPED leadership roles	Executive Director; Special Education Manager	2028-30	Campus-level leads identified	Staff: dependency on individuals	3A.1
BUILDING Years 3-4	(K-12) Quarterly equity/LRE reviews fully operational	Dir. of Teaching & Learning	Ongoing	Data trends inform decisions; results shared	Equity: systems reinforcing inequity	1B.3

				with authorizers		
BUILDING Years 3-4	(K-12) In-house academic evaluations	Special Education Manager	2028-29	Significant annual savings from returning evaluations in-house	Service Delivery: contracted services	2C.3
BUILDING Years 3-4	(K-12) Direct-hire Ed Specialist pipeline	Executive Director; HR	2028-30	Reduce contracted specialists	Service Delivery: staffing pressures	2C.3
SUSTAIN Year 5	(K-12) Evaluate effectiveness of all systems	Executive Director; Dir. of Teaching & Learning	2030-31	Multi-year evaluation report shared with Board and authorizers	All focus areas	All
SUSTAIN Year 5	(K-12) Annual staffing structure review	Executive Director	Annually	Staffing aligned to enrollment	Service Delivery: sustainability	2C.3
SUSTAIN Year 5	(K-12) Expand student voice in IEPs	Special Education Manager; Case Managers	2030-31	Student participation protocol	Compliance: limited student ownership	3C.4
SUSTAIN Year 5	(K-12) Data-informed continuous improvement	Dir. of Teaching & Learning	Ongoing	Annual improvement cycle	All focus areas	All

VII. Metrics and Targets

The following SMART goals provide measurable benchmarks for evaluating progress. Baselines reflect conditions documented in the Seneca review. Year 1 and Year 2 targets represent achievable milestones that, if met, demonstrate meaningful system-level improvement. Metrics are anchored to state reporting systems (CALPADS, SEIS, CDE Dashboard) where possible, with internal operational tools as secondary sources. Key metrics are disaggregated by campus level (K-8 and HS) to support both authorizer relationships. SELPA compliance indicators (Indicator 11 for IEP timeliness, Indicator 5 for LRE placement, Indicator 13 for transition planning) are referenced as primary data sources where applicable.

Metric	Baseline (2024-25)	Year 1 Target (2026-27)	Year 2 Target	Source
IEP annual reviews completed on time	Not tracked; inconsistency found	90%	95%	Primary: CALPADS/SEIS (Indicator 11) / Operational: Compliance tracker
IEPs affirmed within 5 business days of meeting	Open/unaffirmed IEPs found in audit	85%	95%	Primary: SEIS amendment log / Operational: Compliance tracker
Electronic signatures complete on IEP documents	Missing per IEP audit	90%	98%	Primary: SEIS / Operational: Compliance tracker
Progress reports with quantitative data	Lacking per IEP audit	80%	95%; 70% of goals show progress toward annual target	Primary: SEIS progress notes / Operational: Leadership review
HS IEP identification rate	4.9% (19 of ~386 students; 2024-25, trend 15 -> 19 -> 19)	Monitor; strengthen Child Find and referral systems	Rate moves toward level consistent with comparable populations, supported by student need and legally	Primary: CALPADS enrollment + CDE DataQuest / Operational: SEIS roster

			defensible evaluations	
K-8 IEP annual reviews completed on time	Not tracked separately; inconsistency found across all campuses (baseline pending CALPADS pull)	90%	95%	Primary: CALPADS/SEIS (Indicator 11, K-8 only) / Operational: K-8 compliance tracker tabs
K-8 IEP identification rate	Pending: to be confirmed from CALPADS K-8 enrollment data by Q1	Monitor; investigate if rate remains materially below comparable benchmarks	Rate consistent with comparable populations	Primary: CALPADS enrollment + CDE DataQuest (K-8 only) / Operational: SEIS roster
Gen ed teachers completing SPED 101	0% (no onboarding existed)	80%	100%; 50% complete advanced module	Primary: PD attendance records / Operational: HR training log
Families of SWD contacted 3+ times per year	Not tracked	70%	90%; 60% report satisfaction (annual survey)	Primary: Internal communication log / Operational: Family contact tracker
MTSS/SST referral resolved within 30 days	Months-long delays reported	70%	85%	Primary: Internal SST tracker / Operational: MTSS referral log [SQR 2C.1]
IA onboarding within 2 weeks of start	No structured onboarding	80%; protocol documented	100%; 90% pass role-readiness check	Primary: HR records / Operational: Onboarding checklist
Quarterly equity/LRE reviews conducted	0 (no regular cadence)	4 per year	4 per year; LRE rate within 5 pts of county avg	Primary: CALPADS/SEIS (Indicator 5) + CDE Dashboard / Operational: Meeting records [SQR 1B.3]

Translation requests within 10 business days	Delayed per Seneca review	75%	90%	Primary: Translation tracking log / Operational: Family services records
Contracted service cost reduction	Baseline to be established Year 1	Establish baseline; identify reduction targets	Reduction plan finalized; first savings begin Years 3-4 as in-house transition matures (target ~10% by Year 4, subject to board-approved budget)	Primary: Annual budget (board-approved) / Operational: Service contracts ledger
SWD subgroup DFS, HS (ELA + Math)	Suppressed on 2025 CDE Dashboard (N < 11); HS SWD NWEA MAP baseline per 2024-25 import	+3 points over NWEA baseline	+6 points cumulative; report Dashboard DFS if N reaches threshold	Primary: CDE Dashboard (if reportable) / Operational: NWEA MAP interim
SWD subgroup DFS, K-8 (ELA + Math)	Pending: CALPADS pull scheduled by Q1 2026-27 (K-8 SWD n-size expected to meet reporting threshold)	+3 points (AIMS DFS target)	+6 points cumulative	Primary: CDE Dashboard / Operational: NWEA MAP supplement [AIMS DFS target]
SWD inclusion rate (gen ed 80%+ of day)	Pending: CALPADS/SEIS Indicator 5 pull scheduled prior to board presentation; reported separately for K-8 and HS	5-point increase toward county avg	Within 5 points of county avg	Primary: CALPADS/SEIS (Indicator 5, LRE A) / Operational: SEIS placement data [SQR 2A.3]
HS transition plans compliant for SWD age 16+	Not tracked	90%	95%	Primary: SEIS (Indicator 13) / Operational: IEP transition-plan checklist [SQR 2C.5]

(Indicator 13)				
SPED compliance: audit findings requiring corrective action	Seneca audit findings (2025-26)	Reduce findings by 50%	Zero findings requiring corrective action	Primary: External review / SELPA or CDE review, if applicable / Operational: Internal audit [SQR 2C.5]

Note on SWD data baselines: For the high school, SWD subgroup DFS is suppressed on the CDE Dashboard because the campus has fewer than 11 SWD test-takers. NWEA MAP serves as the interim proxy until the subgroup reaches reportable size. For K-8 campuses (ACOE-authorized), Dashboard DFS for SWD will be reported where the n-size meets reporting thresholds, providing ACOE with a concrete baseline anchored to the state accountability system. SWD inclusion rates (CALPADS/SEIS Indicator 5, LRE Placement A) will be confirmed prior to submission and reported separately for K-8 and HS to support both authorizer relationships.

VIII. Budget and Resource Alignment

Implementation of this plan will require investment in several categories: compliance tracking tools (such as SEIS BeyondSST), interpreter and translation services, staff training (including Crisis Prevention Institute certification and culturally responsive practices), mentorship or consulting support for the Special Education Manager, and onboarding materials. District leadership and the Chief Business Officer will develop a detailed implementation budget aligned to existing funding streams (Title II professional development, Title III language access, Supplemental-Concentration, and the general fund SPED allocation) for board review prior to Year 1 implementation.

Cost Savings from Returning Duties In-House (Years 3-4)

AIMS' goal is to return as many duties and responsibilities to AIMS-based employees as possible, reducing reliance on contracted services and reinvesting those savings directly into students and staff. Returning academic evaluations to education specialists is expected to produce significant annual savings. This savings begins accruing in Years 3-4 as the direct-hire Ed Specialist pipeline is established and caseloads stabilize. Additional savings opportunities are being identified as contracted services are reviewed across all campuses.

SELPA Funding Opportunities

The El Dorado Charter SELPA offers several funding pools that AIMS is positioned to access, including the Mental Health Average Daily Attendance Allocation Grant, Legal Risk Pool, Non-Public School/RTC/Site-Based Therapeutic Pool, Low-Incidence Reimbursements, and NPS/RTC/SBT ERMHS Requests. Eligibility and application timelines will be confirmed with the SELPA as part of the budget development process.

IX. Monitoring and Accountability

Sustained improvement requires embedded accountability mechanisms at multiple levels. The following monitoring framework ensures that the strategies and actions in this plan are tracked, evaluated, and adjusted based on evidence.

Implementation Steering Committee

A bi-monthly Implementation Steering Committee will coordinate PIP execution across all five strategies. The standing members are the Lead of SPED (chair), the Director of Teaching and Learning, and the Executive Director. Heads of School join once a month, with the high school attending one meeting and K-8 the next on an alternating basis so each session can focus on site-specific needs. Meetings are 30 minutes and follow a fixed agenda: review progress on Wave 1/Wave 2 action items by owner, identify stalled or blocked items, reassign ownership where needed, and escalate resource or staffing needs to the Executive Director. Progress is tracked in a shared implementation tracker updated before each meeting. This committee is the cross-strategy coordination layer; it does not replace the compliance-specific monitoring structures below.

Anchoring the chair role in special-education leadership ensures the person tracking progress is not the same person responsible for the majority of action items, enabling honest assessment of implementation status.

Monthly Internal Compliance Audit

The Special Education Manager and Director of Teaching and Learning will jointly conduct a monthly audit focused on highest-risk compliance items: timelines met, required participants present at meetings, meeting notes and Prior Written Notice completed, progress reporting current and data-rich, and translation documentation delivered. Audit results will inform coaching, corrective actions, and systems improvements.

Quarterly Equity and LRE Review

The leadership team will conduct a quarterly review of equity indicators including identification rates (English learner vs. disability), placement patterns, classroom clustering of students with IEPs, and discipline and incident data for students with disabilities. Findings will be documented and used to inform scheduling, staffing, and programming decisions. Year 2 reviews will deepen to include push-in/pull-out trend monitoring and clustering reduction targets aligned to SQR elements 1B.3 and 2A.3.

Weekly SPED Team Meetings

A standing weekly meeting for the special education team will review upcoming IEP timelines, electronic signature status, service delivery issues, and emerging concerns. This meeting provides the operational layer of accountability that connects monthly audits to daily practice.

Annual External Review

AIMS recommends an annual follow-up review by Seneca Family of Agencies or a comparable external organization to benchmark progress against the findings in this report. External review provides objective validation of improvement and identifies areas that internal monitoring may miss.

Board Reporting

District leadership will provide **quarterly written updates** to the Board of Trustees on special education program improvement, aligned to the phased implementation plan. The first progress report will be presented at the October 2026 board meeting, covering Wave 1 implementation status.

Report content: Each quarterly update will include: (1) a metrics dashboard showing Year 1 targets versus actuals for all Section VII metrics with available data, (2) a summary of monthly compliance audit findings and trends, (3) highlights from the most recent quarterly equity/LRE review, (4) budget spend versus plan for Section VIII line items, and (5) a status update on each Wave 1/Wave 2 action item (on track, delayed, completed, or blocked).

Escalation triggers: If any Year 1 metric falls below 50% of its target at the midpoint of the measurement period, district leadership will provide an immediate written briefing to the Board with a root cause analysis and corrective action proposal. The Board will also be notified if the Special Education Manager position becomes vacant or if a compliance audit identifies a systemic finding affecting more than 25% of IEPs.

Format: Quarterly updates will be presented as a written report with an executive summary (one page) and a data appendix. The report will be included in the board meeting packet and accompanied by a brief verbal presentation. Board members may request deeper dives on specific strategies or metrics.

External Oversight

El Dorado Charter SELPA provides ongoing external support through weekly training calls, leadership development programming, and CALPADS/SACE technical assistance. This relationship provides a consistent external perspective on program quality and compliance.

ACOE Reporting (K-8 campuses): For ACOE-authorized campuses, SPED program progress will be reported through the MOU annual review process, with SWD subgroup DFS targets serving as a primary accountability measure. In addition, AIMS will share quarterly equity/LRE review summaries with ACOE upon completion, providing interim visibility into K-8 improvement between annual MOU reviews. Annual external review results (Seneca follow-up or equivalent) will be transmitted to both authorizers. Board-approved SPED budget and implementation progress reports will be included in the annual MOU review packet.

OUSD Reporting (HS campus): OUSD's Office of Charter Schools will have access to the quarterly board reports and may request implementation updates as part of the renewal site visit process. Action plan items are mapped to SQR rubric elements to facilitate OUSD's evaluation of progress against renewal standards. SELPA compliance indicators (Indicator 11 for IEP timeliness, Indicator 5 for LRE placement, Indicator 13 for transition planning) are embedded in the metrics framework and will be cited in authorizer-facing reports.

Ownership Concentration and Contingency: The Special Education Manager owns or co-owns a significant share of Year 1 action items, reflecting the centrality of this role in the program rebuild. To mitigate single-point-of-failure risk, the contingency plan (Wave 1, Q1) identifies the Director of Teaching and Learning as interim coordinator for compliance monitoring, and the El Dorado Charter SELPA's emergency consultation services as external backup for technical SPED leadership. Year 2 ownership is deliberately distributed across Case Managers, Heads of School, and the Director of Teaching and Learning to reduce concentration as systems mature.

X. Deferred Recommendations

Seneca's program review included several additional recommendations that AIMS acknowledges as valuable but has determined should be sequenced after the foundational systems in this plan are operational. Three items are deferred to Years 3-4 based on resource constraints and phasing priorities.

First, the establishment of a **dedicated 504 Coordinator role**. Currently, 504 plans are managed by an 8th-grade teacher alongside full teaching duties. A dedicated coordinator would improve plan quality and monitoring. During Years 1-2, the Special Education Manager will provide oversight and quality review of 504 plans, and SEIS BeyondSST (budgeted in Year 1) will provide system-level tracking. This interim arrangement ensures compliance continuity while the dedicated role depends on sustainable budget capacity that the in-house service transition (Strategy 2) is designed to create; it is targeted for Year 3 when contracted-service savings are realized.

Mr. Gel will continue as the K-8 Section 504 coordinator during Years 1-2 with added oversight from the Special Education Manager and system-level tracking through SEIS. AIMS strongly encourages establishing a separate Section 504 coordinator at the high school; that high-school role is deferred pending budget. If additional support is needed, the Director of Teaching and Learning will serve as secondary oversight for 504 compliance.

Second, the adoption of an **internal communication platform** (such as ParentSquare or a structured staff messaging system) to replace informal channels for family and staff updates. This investment requires both budget allocation and sufficient staff capacity to manage the platform. It is deferred to Year 3 so that the communication standards and family engagement routines built in Years 1-2 (Strategy 3) are in place first, ensuring the platform supports established workflows rather than substituting for them.

Third, a **comprehensive hiring and compensation review** for special education staff, including contracted education specialists and instructional assistants. Competitive compensation is essential for recruitment and retention, but meaningful benchmarking requires stable enrollment projections and a clear in-house staffing model. This review is targeted for Year 4, building on the direct-hire pipeline work in Years 3-4 (Strategy 2).

This plan was developed in response to the Seneca Family of Agencies Special Education Program Review (May 2026) and reflects AIMS K-12 College Prep Charter District's commitment to building a sustainable, compliant, and equitable special education program that serves every student well.

XI. Board Adoption

This Special Education Performance Improvement Plan was reviewed and adopted by the AIMS K-12 College Prep Governing Board. The Board commits to monitoring progress on all identified metrics through quarterly program review presentations, ensuring alignment with our LCAP and existing governance structures. Progress will be reported to the schools' authorizers and the El Dorado Charter SELPA through the charter oversight process.

Board Meeting Date: _____

Resolution Number: _____

_____
Superintendent

_____
Kimi Kean, Board Chair

Coversheet

Title lll MOU

Section: III. Action Items
Item: C. Title lll MOU
Purpose: Vote
Submitted by:
Related Material: Cover Letter Title III MOU 2026-2027 pdf.pdf
DELAC Minutes 1-22-26.pdf
Title III MOU 2026-2027.pdf

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Adria Banihashemi
Position/Title: ELD Manager
Department: English Language Development

Item Details:

Title of Item:
Is this item a:
If Renewal: ☑ New Submission ☐ Renewal
Please summarize any changes from the previous submission:

Approvals:

Has this item been reviewed & approved Yes ☑ No ☐

☑ Superintendent
☐ Chief of Business Operations (If budget changes)
☐ Director of Compliance (If plan changes)
☑ Other

Signature:

Committee Review:

Has this item been through the appropriate review process? Yes ☑ No ☐

If yes: Please specify which committee(s) and provide minutes or approval documentation:
AIMS District English Learner Committee has reviewed and approved this MOU
If no: Please explain why:

Deadline Information:

Is there a submission deadline for this item?
Yes ☑ No ☐
If yes: Please indicate the deadline date (MM/DD/YYYY): 9/30/2026

Financial Information (if applicable):

Total Cost: $ none to district; federal gran
Is this expenditure included in the annual budget?
Please specify in which plan this expense is indicated: Yes ☐ No ☑

SPSA ☐ LCAP ☐ Other: Title III

AIMS DISTRICT

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE COMITÉ ASESOR DE ESTUDIANTES DE INGLÉS

ሽማግለ ኣማኻሪ ተማሃሮ እንግሊዝኛ ታሕሳስ January 22, 2026 5:15 PM

Minutes

I. Call to order Llamar al orden ንምእዛዝ ደውሉ። (MS. BANI)

II. Roll call ክትትል Asistencia (SECRETARY- MS. ARROWSMITH) : Ms. Bani, Ms. Arrowsmith, Missey Maximo (Paulina), Haben Haile, Luis Guzman, Rahel Seyoum

III. Public Comments Comentarios públicos ህዝባዊ ርእይቶታት

None.

IV. Additions/Changes to agenda ተወሳኺ/ለውጢ ኣብ ኣጀንዳ Adiciones/cambios a la agenda (MS. BANI)

A. If no changes, **move to approval**

B. Reading and **approval of minutes** (SECRETARY- MS. ARROWSMITH)

Ms. Bani motions to approve agenda, Paulina seconded it, all members voted

yes.

V. New Business Nuevos negocios ሓድሽ ንግዲ (MS. BANI)

A. Review and approve spending for next year (Title III) ንዝመጽእ ዓመት ወጻኢታት ምግምጋምን ምጽዳቕን (ርእሲ III) Revisar y aprobar el presupuesto de gastos para el próximo año (Título III). Ms. Bani made a motion to approve, Luis seconds, all members voted yes.

VI. Adjournment ምቁራጽ ስራሕ Aplazamiento (MS. BANI) (**move to approval) Meeting adjourned at 5:28**

Approved by AIMS DELAC

Pending Approval by AIMS Board

Memorandum of Understanding

Elementary and Secondary Education Act, Title III, Part A,

English Learner Student Program Subgrant Consortium

Memorandum of Understanding, 2026-2027 School Year

This Memorandum of Understanding represents the agreed-upon program, services and products to be provided to English learner (EL) students in the AIMS K12 College Prep District during the **2026-2027** school year. The AIPCS II will act as lead local educational agency (LEA) and member. The consortium shall be named the AIMS K-12 College Prep.

The AIMS K-12 College Prep will be responsible for acting as the fiscal agent for the Consortium and will file the required expenditure reports, maintain fiscal records, and is the only agency entitled to up to two percent of the total consortium allocation for direct administrative costs. The Consortium will plan to expend all Title III funds during the 2025-2026 grant year. AIMS K12 College Prep must continue to serve as the fiscal agent for the Consortium for the duration of the 27-month grant period or until all the funds are expended, whichever comes first. After that time, the California Department of Education (CDE) will bill the AIMS K12 College Prep for any remaining balance.

According to our estimates, the Consortium collectively enrolled 257 EL students, which results in a subgrant amount of approximately ***$32,289.48*** In its role as the lead LEA, the AIMS K12 College Prep will support a total amount of programs, services, and products as indicated below:

Approved by AIMS DELAC

Pending Approval by AIMS Board

Program/Service/Product	Approximate Cost	Delivery Dates	Provided By
Contractor Hours for ESL Class (4)	$6500.00 ($2760.48 for AIPCS II $175.60 for MS, $3563.92 for HS)	10/1/2026-9/29/2027	5800/AIPCS II, MS and HS/4203
JAMF Subscription for ELD iPads (2)	$170.00	10/1/2026-9/29/2027	4300/AIPCS II/4203
Supplementary programs/field trips/events/staff hours for EL support (2)	$7845.00	10/1/2026-9/29/2026	5811/AIPCS II/4203
Supplementary staff hours to support formative assessments, small group ELD instruction and reclassification (3)	$8900.00 ($3000 for AIPCS I, $4000 for AIPCS II, $1900 for HS)	10/1/2025-9/29/2027	4315/AIPCS II, MS and HS/4203
Supplemental ELD Curriculum, Trainings & Materials K-8 (1, 2)	$6800.00 ($4950 for AIPCS II, $1850 for MS)	10/1/2026-9/29/2027	4315/AIPCS II, MS/4203
Supplemental ELD Curriculum, Trainings & Materials HS (1, 2)	$2074.48	10/1/2026-9/29/2027	4315/AIMS HS/4203

In addition to the above services and products, the AIMS K12 College Prep will coordinate regular meetings for the purpose of assessing the needs of the consortium.

Also, the AIMS K12 College Prep will be responsible for completing and submitting the Title III Annual Report and any other required report to the CDE. The signature of each LEA representative indicates that the consortium has met and conferred and that members are in agreement to everything stated.

Approved by AIMS DELAC

Pending Approval by AIMS Board

AIMS Elementary (157 EL) = 19,725.40

1 Professional development $4950.00

2 Program activities $8015.00

3 English Proficiency and Academic Achievement $4000.00

4 Parent/family/community engagement $2760.48

AIMS MS (40 EL) = 5025.60

1 Professional development $1000.00

2 Program activities $850.00

3 English Proficiency and Academic Achievement $3000.00

4 Parent/family/community engagement $175.60

AIMS HS (60 EL) = 7538.40

1 Professional development $1000.00

2 Program activities $1074.48

3 English Proficiency and Academic Achievement $1900.00

4 Parent/family/community engagement $3563.92

TOTAL $32,289.48

Coversheet

ESY

Section: III. Action Items
Item: D. ESY
Purpose: Vote
Submitted by:
Related Material: ESY_Board_Proposal_2025.pdf

AIMS K-12 College Prep Charter District

Special Education Department

Board Proposal: Extended School Year (ESY) Program 2025

Submitted By	Date	Program Dates	Action Requested
Mx. PeacockSpecial Education Manager	June 2025	June 24 – July 24, 2025(20 instructional days)	**Board Approval**

I. Purpose & Background

Extended School Year (ESY) services are required under the Individuals with Disabilities Education Act (IDEA) for students with Individualized Education Programs (IEPs) who are at risk of significant regression in critical skills during a school break. AIMS K-12 is obligated to provide ESY to all students for whom it has been identified and documented as a required service in their IEPs.

This proposal requests Board approval to operate the 2025 ESY program and authorize the associated staffing and expenditures.

II. Student Need & Program Justification

Without ESY services, students with disabilities are at significant risk of regression in the skills and goals addressed in their IEPs. Research and IEP team determinations confirm that time away from structured, specialized instruction results in skill loss that may take weeks or months to recoup — impeding progress toward annual goals and long-term outcomes.

AIMS K-12 anticipates serving 10–12 students in the 2025 ESY program, including 2 students pending final IEP determination. Among the enrolled students, 3 require 1:1 instructional support.

Without this program, these 10–12 students face documented risk of regression in areas including but not limited to:

- Academic skills (reading, writing, mathematics)
- Communication and language development
- Social-emotional and behavioral regulation
- Life skills and functional independence

ESY is not an optional enrichment — it is a legally required service for students whose IEP teams have determined it is necessary to provide a Free Appropriate Public Education (FAPE).

III. Program Structure

Component	Details

Program Dates	June 24 – July 24, 2025 (20 instructional days)
Students Served	10–12 students (2 pending IEP determination); 3 students requiring 1:1 support
Instructional Staff	1 Teacher: Ms. Ramirez (direct hire)
Instructional Aides	4 Instructional Assistants (IAs)
Instructional Model	Small group and 1:1 specialized instruction aligned to individual IEP goals
Supplies	$200 for instructional materials and program supplies

IV. Staffing & Budget

Staffing Costs

Role	Compensation Model	Stipend Amount	Notes
Teacher (Ms. Ramirez)	Direct Hire	$4,500	vs. $8,560 contracted
Instructional Assistants (4)	Stipend	$3,000($750 each)	4 IAs total

Budget Summary

Budget Item	Amount
Teacher Stipend – Direct Hire (Ms. Ramirez)	$4,500
IA Stipends – 4 IAs x $750	$3,000
Instructional Supplies	$200
TOTAL (Direct Hire Model)	**$7,700**

Note: The direct hire model for teacher staffing represents a savings of approximately $4,060 compared to the contracted agency rate of $8,560. Total program costs with contracted staffing would reach $12,000.

V. Measuring Program Success

The effectiveness of the ESY program will be evaluated through a structured data collection and reporting process tied directly to each student's IEP goals. Success will be measured at two levels:

Individual Student Outcomes

- Progress will be tracked for each IEP goal for each student throughout the program.
- Data will be collected using goal-specific measurement tools (frequency counts, rubrics, accuracy percentages, etc.) consistent with each student's IEP.

- Progress will be expressed as percentage of growth toward each goal benchmark from program start to program end.
- A final progress summary will be completed for each student within two weeks of program conclusion and communicated to families.

Program-Level Outcomes

- Aggregate data across all students will be compiled to report overall program effectiveness.
- The program-level report will include: average percentage of growth per IEP goal, average growth across all goals per student, and average growth across all goals for the program as a whole.
- This data will be reported to leadership and used to inform ESY planning for future program years.

This measurement framework ensures accountability to individual students, their families, and the Board — and supports ongoing improvement of the program.

VI. Board Action Requested

The Board of Directors is asked to approve the following:

1	Authorization to operate the AIMS K-12 Extended School Year (ESY) program from June 24 through July 24, 2025 (20 instructional days).
2	Approval of total program expenditures not to exceed $7,700, inclusive of teacher stipend ($4,500), IA stipends ($3,000), and instructional supplies ($200), funded through the Special Education budget.
3	Authorization for the Special Education Manager to execute direct hire agreements and stipend arrangements for ESY program staff consistent with this proposal.

Respectfully Submitted,

Mx. Peacock
Special Education Manager
AIMS K-12 Charter Schools
angel.peacock@aimsk12.org

Coversheet

Contract Extension for Vended Food Service

Section: III. Action Items
Item: E. Contract Extension for Vended Food Service
Purpose: Vote
Submitted by:
Related Material:
Operations Department Cover Letter (1).pdf
Operations Department - American Indian Model School Renewals 2026 2027 06 02 26.pdf

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Osondu Harambe

Position/Title: Director of Operations

Department: Operations

Date of Submission (MM/DD/YYYY): 6/5/2026

Item Details

Title of Item: Renewal of Vended Meal Services Agreement with Nob Hill (Lunchmasters) for 26-27 SY

Is this item a:

- [ ] New Submission
- [x] Renewal

If Renewal: Please summarize any changes from the previous submission:

This item renews the existing vended meal services agreement with Lunchmasters for the 26-27 SY. The renewal includes updated meal pricing for the 26-27 school year, while all other terms and conditions of the agreement remain unchanged.

Approvals

Has this item been reviewed by:

- [x] Superintendent
- [x] Chief Business Officer (CBO) (If budget changes)
- [ ] Director of Compliance (If plan changes)
- [ ] Neither

Committee Review

Has this item been through the appropriate committee review process?

- [ ] Yes
- [x] No

If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

This is an annual contract renewal with updated pricing only.

Deadline Information

Is there a submission deadline for this item?

- [x] Yes
- [ ] No

If yes: Please indicate the deadline date (MM/DD/YYYY): 6/30/2026

Financial Information (if applicable):

Total Cost: $ n/a

Is this expenditure included in the annual budget?

- [x] Yes
- [ ] No

Please specify in which plan this expense is indicated:

- [ ] SPSA
- [x] LCAP
- [x] Other: Child Nutrition Program Budget

CONTRACT EXTENSION ADDENDUM TO AGREEMENT TO PROVIDE VENDED FOOD SERVICE
Between
NOB HILL CATERING, LLC DBA THE LUNCHMASTER
and
AMERICAN INDIAN MODEL SCHOOLS

This Addendum made on June 2, 2026, between Nob Hill Catering, LLC DBA The LunchMaster, (Vendor) and American Indian Model Schools, (School), is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. **Addendum Purpose:**
This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) for the School Year 2026-2027. The terms and conditions of the original Base Year Service Agreement are applicable to this Contract Extension Renewal.

2. **Service Agreement Period:**

Base Year:	July 1, 2023 – June 30, 2024
1st Renewal Year:	July 1, 2024 – June 30, 2025
2nd Renewal Year:	July 1, 2025 – June 30, 2026
3rd Renewal Year:	July 1, 2026 – June 30, 2027

3. **School Year Pricing:**

Vendor will charge School the following for School Year 2026-2027.

[X] If checked, this price includes trays.

MEAL	RATE SY 25/26	RATE SY 26/27
Breakfast – NSLP	$2.45	$2.55
K-8 Lunch – NSLP	$3.62	$3.76
9-12 Lunch – NSLP	$3.87	$4.02
Snack – NSLP	$1.10	$1.10
K-8 Field Trip Lunch	$3.87	$4.02
9-12 Field Trip Lunch	$4.12	$4.28

4. Seamless Summer Pricing:

[X] If checked, this price includes trays.

MEAL	RATE SY 25/26	RATE SY 26/27
Breakfast	$2.75	$2.86
K-8 Lunch	$4.25	$4.42
Field Trip Lunch	$4.50	$4.68

Additional Pricing Disclosures:

a) Meals for Staff Members**: Priced Upon Request**.

b) Soymilk per meal: (non-medically and medically required): **Priced Upon Request**.

c) Certified Gluten Free Meals are available for order with a signed doctor's note. **Priced Upon Request**.

d). Condiments available for purchase, dependent upon availability:

Tajin - **Priced Upon Request**

Tapatio - **Priced Upon Request**

e). Specialty "Green" Products - **Priced Upon Request**

School and Vendor hereby mutually exercise the option to renew the Service Agreement from Rate Year 2026-2027.

Name & Title of Sponsor Representative	**Telephone Number**
Laila Ahmad, Nutritional Service Coordinator	510-893-8701
Mailing Address 171 12th Street, Oakland, CA 94605	
Signature	**Date**
Name & Title of Vendor Representative	**Telephone Number**
David DeSouza, Chief Executive Officer	650-596-8008
Mailing Address 3162 Baumberg Avenue, Hayward, CA 94545	
Signature	**Date**

Coversheet

OUSD AIMS Middle School Closure

Section: III. Action Items
Item: F. OUSD AIMS Middle School Closure
Purpose: Vote
Submitted by:
Related Material: [AIMS Middle] OUSD Charter School Closure Checklist.pdf
AIMS - MS Closure Timeline - v1 - 2026-06-11.docx.pdf

OUSD Office of Charter Schools School Closure Checklist

Closure Procedures: The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on Charter School Closures (Revised March 7, 2024 – which is subject to change and this checklist may be adjusted to align itself with the state's guidance) as posted on the California Department of Education website (https://www.cde.ca.gov/sp/ch/csclosurerules.asp). References to "Charter School" apply to the charter school's nonprofit corporation and/or governing board.

Instructions for Use

The Charter School must complete the General Information and Charter School Designee sections within two (2) business days of the Closure Action, defined as the earliest of the following three options: 1) final LEA action (i.e., board action on revocation or non-renewal, or denial of final County Board or SBE appeal from same); 2) authorizer notification to CDE of charter school ceased operations under Ed. Code 47604.32; or 3) charter school board action to surrender the charter or otherwise close the school. The Charter School Designee will be expected to maintain communication to all relevant parties until the closure process is fully resolved. For a Charter School going through an appeals process, preliminary engagement with this checklist may be required before final closure action.

To allow the OUSD Office of Charter Schools ("OCS") to monitor and verify completion of closure tasks, all updates must be made directly on the school-specific copy of this document, generated by OUSD OCS. The Notes section is exclusively for OUSD OCS use.

OUSD OCS will assign preliminary task due dates in the Due Date/To Whom section upon issuing or receiving notification of the Closure Action. These due dates will be finalized during a meeting between the OUSD Office of Charter Schools and Charter School, providing the Charter School with approved timelines for completing all closure tasks.

The Charter School should update the Completion Date section of this checklist continuously throughout the entire closure process, documenting each step of the closure process as it is completed.

Items that require a document to be shared with OUSD OCS or copies of correspondences shared with OCS will have "due to OUSD OCS" or "copies to OUSD OCS" respectively written in the Due Date/To Whom column. For closure items that require a document or copies to be shared with OUSD OCS, please upload the document into this shared folder. Please name documents using the associated item number within this document and the following naming convention: [Item Number].[Item Name]. For example: *20.GoverningBoardPlanforClosure.pdf*

General Information	
School Name	
CDS Code	
Type of Closure (voluntary surrender, non-renewal, or revocation)	
Date of Charter Board Resolution Approving Closure Action (if voluntary surrender)	
School Closure Date	
Grade Levels Served	
Charter School Designee	
Name & Title of Designee	
Phone Number (active after closure)	
Email Address (active after closure)	

Item	Description	Due Date/To Whom	Completion Date	Notes *(for OCS use)*
Invoking Closure Procedure				
1	The Closure Action date is (6/9/2026) In the case of voluntary surrender, the Charter School Board shall, **within three (3) business days** of Board action to close, provide OUSD OCS with a copy of the governing board resolution or minutes that document its Closure Action. The Charter School shall post, in public view at each address the school operated and on the school's website, a copy of the Closure Action upon receipt/issuance.	Due to OUSD OCS by 6/16/2026	0/0/202X Date of Post 0/0/202X	
Immediate Actions				
2	The Charter School shall **within two (2) business days** of the Closure Action, provide upon request, OUSD OCS access to all student and financial records within the last seven years. No student or financial records shall be disposed of without the express written consent of OUSD OCS. The Charter School shall immediately ensure that all student and business records are organized, current, accurate, and maintained securely.	Due to OUSD OCS by 6/15/2026	0/0/202X	
3	The Charter School shall, **within two (2) business days** of the Closure Action, provide OUSD OCS with the name, address, and contact information of the preliminary Designee for all close-out activities of the school.	Due to OUSD OCS by 6/15/2026	0/0/202X	
4	The Charter School shall, **within thirty (30) business days** of the Closure Action, provide OUSD OCS with an approved board resolution appointing a permanent Designee.	Due to OUSD OCS by 7/23/2026	Date of board resolution	
5	**Within thirty (30) business days** of the Closure Action, the permanent Designee shall provide OUSD OCS with a written affirmation that they are aware that: 1. Their duties require them to maintain knowledge of the Charter School's assets, liabilities, records, and systems. 2. No assets should be sold or transferred until after the completion of the school year soft close (as defined in Item 29).	Due to OUSD OCS by 7/23/2026	0/0/202X	

Item	Description	Due Date/To Whom	Completion Date	Notes *(for OCS use)*
	3. In the event that the Charter School, its non-profit public benefit corporation, or another entity operating the charter school files a petition for bankruptcy, the Designee will notify OUSD OCS who the Bankruptcy Trustee is and assist them as needed.			
6	The Charter School Designee and a member of the Charter School's governing board shall meet with OUSD OCS **within five (5) business days** of the Closure Action to review the orderly closing of the Charter School. The date of this meeting shall be referred to as the "Closure Meeting." The Closure Meeting date is 06/11/2026. ~~*If an organization associated with the Charter School continues to exist after the Charter School's closure and holds student records, the following does not apply.* OUSD OCS will determine the date by which the Charter School will provide to OUSD OCS all digital pupil cumulative records. Records shall be organized by student name. Paper records will not be accepted.~~	N/A	N/A	
Students, Families, and other Educational Partners				
7	**Within seven (7) business days** of the Closure Action the Charter School shall send a notification letter to parents and copies of all correspondences shall be shared with OUSD OCS. The letter will include: ● Reason for closure; ● Date of closure; ● Information regarding alternate enrollment options; ● Process for the transfer of student records; ● Name(s) and contact information of the Charter School personnel to whom inquiries may be made.	Sent to Parents (copies to OUSD OCS) 6/23/2026	0/0/202X	
8	The Charter School shall, **within seven (7) business days** of the Closure Action, send a notification letter to the districts of residence for all its students and copies of all correspondences shall be shared with OUSD OCS. The letter will include the date of closure and Charter School personnel to whom requests for student records can be made.	Sent to Districts (copies to OUSD OCS) 6/23/2026	0/0/202X	
9	The Charter School, whether it is a Local Education Agency (LEA) in a Special Education Local Plan Area (SELPA) or a school of the District, shall **within seven (7) business days**	Sent to SELPA	0/0/202X	

Item	Description	Due Date/To Whom	Completion Date	Notes *(for OCS use)*
	of the Closure Action, notify the SELPA of the Closure Action and complete all documentation necessary to comply with requirements of the SELPA for transferring and storing copies of student records. The Charter School shall provide OUSD OCS with a copy of the notification.	(copies to OUSD OCS) 6/23/2026		
10	The Charter School shall, **within seven (7) business days** of the Closure Action, notify all contractors impacted by the school's closure. The Charter School shall terminate all existing leases, service agreements, and other contracts for the close-out of the school. Copies of all correspondences shall be shared with OUSD OCS.	Sent to contractors (copies to OUSD OCS) 6/23/2026	0/0/202X	
11	The Charter School shall, **within seven (7) business days** of the Closure Action, provide written notification to the retirement systems in which the school's employees participate, including but not limited to the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or other retirement benefit administration systems, and follow their procedures for dissolving contracts and reporting. Copies of all correspondences shall be shared with OUSD OCS.	Sent to retirement systems (copies to OUSD OCS) 6/23/2026	0/0/202X	
12	The Charter School shall, **within seven (7) business days** of the Closure Action, notify all faculty and staff of the school's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that may continue after the school closes. Copies of all correspondences shall be shared with OUSD OCS.	Sent to faculty and staff (copies to OUSD OCS) 6/23/2026	0/0/202X	
13	The Charter School shall notify the CDE CALPADS office **within seven (7) business days** of the Closure Action and comply with any requirements of that office. Copies of all correspondences shall be shared with OUSD OCS.	Sent to CALPADS (copies to OUSD OCS) 6/23/2026	0/0/202X	
14	The Charter School shall respond **within seven (7) business days** to inquiries from students and families regarding the school's closure, the disposition of student records, and the alternative placements available.	Ongoing	Ongoing	
15	The Charter School shall distribute cumulative files on behalf of all students to the future schools in which they enroll.	Ongoing		

Item	Description	Due Date/To Whom	Completion Date	Notes *(for OCS use)*
	Provide OUSD OCS with a written affirmation of their distribution **within ninety (90) calendar days** of the last day of instruction.	Due to OUSD OCS 9/9/2026	0/0/202X	
Enrollment and Attendance				
16	The Charter School shall, **within five (5) business days** of the last date of instruction, submit an enrollment update to the CDE California School Information Services (CSIS) Program and shall provide OUSD OCS a copy of this notification.	Due to CDE 6/18/2026	0/0/202X	
17	The Charter School shall, **within ten (10) business days** of the last day of instruction, provide closing State Attendance Report (SAR), attendance at the daily, student-level, to OUSD OCS.	Due to OUSD OCS 6/25/2026	0/0/202X	
18	The Charter School shall, **within ten (10) business days** of the last date of instruction, submit to OUSD OCS a CALPADS Report 8.1, as of the last day of school.	Due to OUSD OCS 6/25/2026	0/0/202X	
Ongoing Activities				
19	The Charter School shall continue to maintain the same insurance coverage until dissolution.	Ongoing		
20	The Charter School shall continue to ensure that assets are protected against misappropriation, theft, and deterioration. Assets shall not be disposed of or moved without the express written consent of OUSD OCS. All materials/inventory must be disposed of in accordance with all applicable laws, privacy and confidentiality considerations, and best practice.	Ongoing		
21	If the closure action is mid-year, Charter School shall ensure the completion and filing of all normally statutorily required items per OCS's existing annual deadlines. These reports include but are not necessarily limited to: ● Preliminary budget ● Local control and accountability plan and annual updates ● First Interim financial reports ● Annual Auditor Selection	Ongoing to CDE		

Item	Description	Due Date/To Whom	Completion Date	Notes *(for OCS use)*
	• Second interim financial reports • Final unaudited reports • Annual Audit Report These reports must be submitted to the CDE and the authorizing entity in the form required.			
22	Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.	Ongoing		
Finance and Business Closing Procedures				
~~**23**~~	~~The Charter School shall, **within fourteen (14) calendar days** of the Closure Action, submit to OUSD OCS the most recent interim period:~~ ~~• Trial balance~~ ~~• Account reconciliations for all accounts~~ ~~If not included in the reconciliation documentation, please provide AR Aging, AP Aging, and Fixed Asset Subledger as of the most recent interim close period.~~ ~~Please indicate which balances within the reconciliations are related to restricted funds.~~ ~~*This request does not apply to a CMO that is not closing all of their schools.~~	N/A	N/A	
24	The Charter School shall, **within fourteen (14) calendar days** of the Closure Action, provide OUSD OCS with a close-out budget. This budget should consider: • Legal fees • Accounting fees • Auditor fees • Designee remuneration	Due to OUSD OCS 6/25/2026	0/0/202X	
25	The Charter School shall, **within thirty (30) calendar days** of the Closure Action, submit to OUSD OCS an auditor selection form for the closure audit, if applicable. For OUSD OCS's approval, the selection form must possess the following attributes: • The auditor engaged to perform the audit(s) shall be from the list of approved school auditors maintained by the California State Controller's Office • An explicit statement of the start and completion dates	Due to OUSD OCS 7/11/2026	0/0/202X	

Item	Description	Due Date/To Whom	Completion Date	Notes *(for OCS use)*
	• The estimated audit fees			
26	The Charter School shall, **within thirty (30) calendar days** of the Closure Action, submit to OUSD OCS the signed engagement letter (ie. statement of work or contract) with the auditor who will be conducting the closure audit. For OUSD OCS's approval, the engagement letter must indicate the independent auditor will conduct closure audit procedures, including but not limited to the following tasks per the CDE's website: 1. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value 2. An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation 3. An assessment of the disposition of any restricted funds received by or due to the Charter School	Due to OUSD OCS 7/11/2026	0/0/202X	
27	The Charter School shall, **within thirty (30) calendar days** from the last day of instruction, as part of the process to return grant funds and restricted categorical funds to their source, in accordance with the terms of the grant or state and federal law as appropriate, submit to OUSD OCS evidence that unaudited expenditure reports for all grants were submitted to the granting agency.	Verification due to OCS 7/11/2026	0/0/202X	
28	The Charter School's governing board shall, **within thirty (30) calendar days** of the Closure Meeting, adopt and submit to OUSD OCS a timeline outlining the major milestones to conclude the Charter School's operations and, if necessary, the corporation, in accordance with the requirements of the Corporations Code. The timeline's milestones should include, at minimum, the following: • Closing the books for operating activities (Item 29) • Collecting outstanding receivables • Disposing of fixed assets that won't be transferred to beneficiaries • Settling outstanding liabilities • Returning restricted public funds • Distributing fixed assets • Distributing the residual net assets • Concluding the closure audit (due 180 days after the last day of instruction) • Evidence of dissolution • Employee payroll and tax reporting (Item 36)	Due to OUSD OCS 7/11/2026	0/0/202X	

Item	Description	Due Date/To Whom	Completion Date	Notes *(for OCS use)*
	The milestone timeline will also explicitly and prominently specify that no assets may be sold or transferred until after the completion of the operating year end closure procedures for the final instructional year (i.e., the first bullet point). Please note, Item 30 below requests that Item 28's deliverable be updated within fourteen (14) calendar days, following the school year soft close.			
~~29~~	~~The Charter School shall, **within sixty (60) calendar days** of the last day of instruction, close the books for operating activities (i.e., the school year soft close) and submit to OUSD OCS the most recent interim period:~~ ~~• Trial balance~~ ~~• Account reconciliations for all accounts~~ ~~The accounting period for the school year soft close is from the start of the fiscal year to the last day of instruction. This period may align with the Charter School's normal year end closure process if the Closure Action occurs at the end of the school year.~~ ~~*This item only applies if one audit is performed for both the fiscal year's operations and the closure activities. This item does not apply to a CMO that is not closing all of their schools.~~	N/A	N/A	
~~30~~	~~**Within fourteen (14) calendar days** following the school year soft close, the Charter School (or Designee) will submit to the OUSD OCS an updated closure timeline that specifies the deadlines to:~~ ~~• Collect remaining receivables~~ ~~• Settle remaining obligations~~ ~~• Dispose of fixed assets~~ ~~• Transfer residual assets and to whom they will be transferred~~	N/A	N/A	
31	The Charter School (or Designee) shall, **within 120 calendar days of the last day of instruction or September 1, whichever comes first**, submit the unaudited actuals for the most recent fiscal year to the CDE's SACS Portal for OUSD OCS's review and approval. *If Item 29 applies to the charter's closure (only one audit is performed), then the unaudited actuals scope of activity includes both operations from the most recent fiscal year and the closure activity.	Due to OUSD OCS 9/1/2026	0/0/202X	

Item	Description	Due Date/To Whom	Completion Date	Notes *(for OCS use)*
	*If Item 29 does not apply (a closure and end of year audit are performed separately), the unaudited actuals scope of activity includes only operations from the most recent fiscal year.			
32	**Within 180 calendar days of the last day of instruction (if the closure and end of year audits are performed separately), or December 15th**, the auditor will submit to OUSD OCS and the Alameda County Office of Education ("ACOE") their audit report for the final fiscal year that the charter school provided instruction.	Due to OUSD OCS and ACOE 12/8/2026	0/0/202X	
33	**Within 180 calendar days** of the last day of instruction, if the closure and end of year audits are performed separately, the auditor will submit to OUSD OCS and ACOE their closure audit report.	Due to OUSD OCS and ACOE 12/8/2026	0/0/202X	
~~**34**~~	~~Following the resolution of all outstanding assets and liabilities, the Charter School or Designee shall provide OUSD OCS evidence of dissolution, as applicable.~~ ~~If the Charter School is established as a nonprofit public benefit corporation pursuant to Education Code Section 47604 and does not have any functions other than the operation of the Charter School, the corporation shall be dissolved, unless continuation will facilitate post-closure activities. Typically, this would not apply to a CMO that is not dissolving the full 501(c)(3) organization.~~	N/A	N/A	
Faculty and Staff				
35	In accordance with the closure timeline (submitted for item 28), the Charter School shall perform **all** of the following on behalf of the faculty and staff: • File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines • File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63) • Make final federal tax payments (employee taxes, etc.) • File the final withholding tax return (Treasury Form 941 and State Form DE6) • File the final return with the IRS (Form 990 and Schedule)	All copies and reports due to OUSD OCS 0/0/202X	0/0/202X	

Item	Description	Due Date/To Whom	Completion Date	Notes *(for OCS use)*
36	**Within thirty (30) calendar days** from the Closure Action, the Charter School will submit to its faculty and staff written verification of their employment with the Charter School no later than the individual's last day of service. Such verification shall contain dates of employment and positions held. Copies of all correspondences shall be shared with OUSD OCS.	Sent to faculty and staff (copies to OUSD OCS) 7/11/2026	0/0/202X	

AIMS Middle School

School Closure Timeline

For Board Adoption — June 16, 2026

1. Closure Action

The AIMS Middle School Board of Directors voted on April 22, 2026 to surrender the charter of AIMS Middle School, contingent on ACOE approval. ACOE issued its final determination on June 9, 2026. The official OCS closure deadline clock begins June 11, 2026. At its June 16, 2026 meeting, the Board takes two actions: it adopts this closure timeline as the governing plan, and it appoints the permanent Designee responsible for completing the closure. This timeline is adopted pursuant to California Education Code §47607 and OUSD Office of Charter Schools closure requirements.

2. Asset Transfer Restriction

No assets of AIMS Middle School may be sold or transferred until after the completion of the operating year-end closure procedures for the final instructional year (the school year soft close, Milestone 1 below). This restriction applies to all physical, financial, and intellectual assets.

3. Corporate Wind-Down Milestones

Per OUSD OCS closure requirements, this section enumerates the major milestones to conclude the Middle School's operations, in accordance with the Corporations Code. Because OCS marked checklist Items 29, 30, and 34 as Not Applicable to AIMS, those are not listed as separate deliverables; the applicable financial close-out work (collecting receivables, settling liabilities, and the transfer and disposition of fixed and residual assets within AIMS) is accounted for as audit and accounting milestones below and within the close-out audit. Evidence of dissolution is not applicable: the AIMS 501(c)(3) continues operating and only the Middle School charter is closing.

Required Wind-Down Milestone	Target	Owner	Basis
1. Close operating books for the final instructional year (school year soft close)	By Sept. 1, 2026	Christina Jordan	Completed within the FY2025-26 year-end close, concurrent with unaudited actuals (Item 31).
2. Collect outstanding receivables	By Dec. 8, 2026	Christina Jordan	Collected during close-out; confirmed in the closure audit.
3. Dispose of fixed assets not transferred to beneficiaries	By Dec. 8, 2026	Christina Jordan	Surplus assets disposed during close-out; confirmed in the closure audit.
4. Settle outstanding liabilities	By Dec. 8, 2026	Christina Jordan	Vendor, lease, and payroll obligations settled during close-out; confirmed in the closure audit.
5. Return restricted public funds to source	By July 11, 2026	Christina Jordan	Returned to source; evidence via unaudited grant expenditure reports (Item 27).
6. Distribute fixed assets	**By Dec. 8, 2026**	Christina Jordan	MS fixed-asset transfers within AIMS documented in close-out and reviewed in the close-out audit (within audit scope per OCS).
7. Distribute residual net assets	**By Dec. 8, 2026**	Board / Christina Jordan	Disposition of residual MS net assets accounted for in close-out and reviewed in the close-out audit.
8. Conclude the closure audit (180 days after last day of instruction)	Dec. 8, 2026	Auditor / Christina Jordan	Fiscal-year and closure audit reports to OCS and ACOE (Items 32-33).
9. Evidence of dissolution	**N/A**	—	N/A — AIMS 501(c)(3) continuing; only the middle school charter is closing.
10. Employee payroll and tax reporting	July 11, 2026 – Jan. 31, 2027	Christina Jordan	Employment verification (Item 36) and final payroll and tax filings (Item 35a-e).

4. Board Benchmarks — Tracking Progress at a Glance

These are the high-level checkpoints the Board should watch to confirm the closure is on track. Each represents a phase of the detailed timeline below. If these are hitting on schedule, the closure is proceeding as planned; staff manages the underlying line items.

Benchmark	Target	What It Tells the Board
Closure formally underway	June 23	Board actions filed with OCS and every required party notified — families, districts, SELPA, staff, retirement systems, and the state. The community knows, and the legal notification window is met.
School year closed out	June 25	Final attendance, enrollment, and the close-out budget are submitted to OCS. The instructional year is administratively complete.
Financial wind-down engaged	July 11	The closure auditor is selected and engaged, and the adopted timeline and Designee are formalized with OCS. The path to a clean audit is locked in.
Students and finances transitioned	Sept. 9	Student records have reached every receiving school and final unaudited financials are filed with the state. No student or dollar is left untracked over the summer.
Closure complete	Dec. 8	OCS and ACOE accept the closure audits. The closure is administratively final and the Board's obligations are discharged.

5. Detailed Closure Timeline

The full set of closure milestones the Board adopts by this vote. Staff executes against these dates; the Designee and ThirdWay track completion. Items marked (est.) on payroll and tax filings depend on confirming the fiscal year end and final payroll date with the business office. Note: OUSD OCS has marked checklist Items 23, 29, 30, and 34 as Not Applicable to AIMS as a continuing CMO that is not closing all of its schools or dissolving the corporation; the substantive activities they reference are addressed, where they still apply, in the Corporate Wind-Down Milestones above. Item 6 (the Closure Meeting) was completed on June 11, 2026; its student-records-transfer sub-clause is N/A because AIMS continues to hold student records.

#	Milestone	Owner	Due Date	Status
Phase 1: Immediate Actions				
2	Provide OCS access to all student and financial records (last 7 years); no student or financial records disposed of without the express written consent of OUSD OCS; ensure all student and business records are organized, current, accurate, and maintained securely	Marco	June 15, 2026	Pending
3	Submit preliminary Designee name/address/contact to OCS	Marco	June 15, 2026	Pending
1	Submit board resolution documenting Closure Action to OCS; post Closure Action publicly at each operating address and on the school website	Marco / Board	June 16, 2026	Pending
Phase 2: Notifications				
16	Submit enrollment update to CDE CSIS; copy to OCS	Cennie Valeri	June 18, 2026	Pending
7	Draft and send parent notification letter; copy to OCS	Noah / Marco	June 23, 2026	Pending
8	Draft and send district-of-residence notification letter; copy to OCS	Noah / Marco	June 23, 2026	Pending
9	Notify SELPA of Closure Action; complete all documentation necessary to comply with SELPA requirements for transferring and storing copies of student records; copy to OCS	Marco	June 23, 2026	Pending
10	Notify all contractors; terminate leases, service agreements, and other contracts; copies to OCS	Marco	June 23, 2026	Pending
11	Notify retirement systems (STRS, PERS, or other systems); follow each system's dissolution and reporting procedures; copies to OCS	Christina Jordan	June 23, 2026	Pending
12	Draft and send faculty/staff closure notification; copy to OCS	Noah / Marco	June 23, 2026	Pending
13	Notify CDE CALPADS office of closure; comply with any requirements of that office; copies to OCS	Marco	June 23, 2026	Pending
Phase 3: End-of-Instruction Filings				
17	Submit closing State Attendance Report (SAR) to OCS	Cennie Valeri	June 25, 2026	Pending

#	Milestone	Owner	Due Date	Status
18	Submit CALPADS Report 8.1 to OCS (as of last day of school)	Cennie Valeri	June 25, 2026	Pending
24	Submit close-out budget to OCS	Christina Jordan	June 25, 2026	Pending
Phase 4: Governance & 30-Day Filings				
28	Board adopts closure timeline (this vote); file with OCS	Board	June 16, 2026 (adopted); OCS by July 11	Pending
4	Board resolution appointing permanent Designee (this vote)	Board	June 16, 2026 (adopted); OCS by July 23	Pending
5	Permanent Designee (Cennie Valeri) written affirmation to OCS	Cennie Valeri	July 23, 2026	Pending
25	Submit auditor selection form to OCS (CA State Controller apvd)	Christina Jordan	July 11, 2026	Pending
26	Submit signed engagement letter with closure auditor to OCS	Christina Jordan	July 11, 2026	Pending
27	Submit to OCS evidence that unaudited expenditure reports for all grants were submitted to the granting agencies	Christina Jordan	July 11, 2026	Pending
36	Submit written employment verification (dates of employment and positions held) to each staff member no later than last day of service; copies to OCS	Mr. Winn	July 11, 2026	Pending
Phase 5: Long-Tail Compliance				
31	Unaudited actuals submitted to CDE SACS Portal for OCS review	Christina Jordan	September 1, 2026	Pending
15	Cumulative files distributed to future schools (ongoing); written affirmation of distribution submitted to OCS	Cennie Valeri	September 9, 2026	Pending
32	Auditor submits fiscal year audit report to OCS and ACOE	Auditor / Christina Jordan	December 8, 2026	Pending
33	Auditor submits closure audit report to OCS and ACOE	Auditor / Christina Jordan	December 8, 2026	Pending
Payroll & Tax Reporting (Statutory Deadlines)				
35a	Final Form 941 + CA DE6 (est. — assumes Q2 final payroll)	Christina Jordan	July 31, 2026 (est.)	Pending
35b	Federal Notice of Discontinuance (Treasury Form 63)	Christina Jordan	July 31, 2026 (est.)	Pending
35c	W-2s issued to employees; 1099s issued to contractors	Christina Jordan	January 31, 2027	Pending
35d	Final IRS Form 990 and Schedule (est. — assumes 6/30/2026 FYE)	Christina Jordan	Nov. 15, 2026 (est.)	Pending
35e	Make final federal tax payments (employee taxes, etc.)	Christina Jordan	Per final payroll cycle	Pending
Ongoing Obligations				
14	Respond to student/family inquiries re: closure, student records, and alternative placements	Mr. Winn	Ongoing	Active
19	Maintain same insurance coverage until dissolution	Mr. Winn	Ongoing	Active
20	Protect assets against misappropriation, theft, and deterioration; dispose of materials per applicable laws, privacy/confidentiality, and best practice; no disposal or movement without OCS consent	Mr. Winn	Ongoing	Active
21	Complete all statutorily required annual filings (preliminary budget, LCAP, interim financial reports, auditor selection, unaudited and audit reports) per OCS annual deadlines	Christina Jordan	Ongoing to CDE	Active
22	Retain sufficient staff to complete closure and records transfer	Mr. Winn	Ongoing	Active

Prepared by ThirdWay Consulting for the AIMS Middle School Board of Directors.

Coversheet

Student & Family Handbook Updates

Section:	III. Action Items
Item:	G. Student & Family Handbook Updates
Purpose:	Vote
Submitted by:	
Related Material:	Student & Family Handbook Update Submission (1).pdf Student & Family Handbook Edits_ (1).pdf Proposed 26-27 AIMS K-12 Student and Family Handbook.pdf

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Abigail Genova

Position/Title: Coordinator of Communications

Department: Communications

Item Details

Title of Item: Student & Family Handbook Update

Is this item a: ☑ New Submission
☐ Renewal

If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and

☐ Superintendent
☐ Chief Business Officer (CBO) (If budget changes)
☐ Director of Compliance (If plan changes)
☑ Neither

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): ASAP

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

Student & Family Handbook Edits:

3.1 Student Dress Code Policy

ORIGINAL:

All students at AIMS, grades K-12, must adhere to the dress code while on the school campus. Teachers and administrators are responsible to ensure this code is adhered to. Students not in dress code will receive detentions and other applicable consequences.

Dress code K-5

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails

Dress code 6-8

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, uniform pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails
- AIMS Swag on Fridays

Dress code 9-12

- Solid White or Navy polo or collar shirt
- Red AIMS Jacket
- Solid White or Navy sweater or jacket
- Solid White or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- Natural colored artificial nails no longer than you normal nail bed length
- AIMS SWAG may be worn daily

UPDATED:

All students at AIMS, grades K-12, must adhere to the dress code while on the school campus.* Teachers and administrators are responsible for ensuring this code is adhered to. Students not in dress code will receive detentions and other applicable consequences.

Dress code K-5

- Solid White, or Navy polo or collar shirt displaying the AIMS logo
- Solid White, or Navy sweater or jacket displaying the AIMS logo
- Solid Khaki or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- Shoes must be sturdy, closed-toe, closed-heel shoes. Sandals, slides, Crocs, foam footwear, slippers, and other non-traditional shoes are not permitted
- No sweats unless during PE period
- No showing jewelry
- No makeup
- No artificial nails
- AIMS Swag or college dress on Fridays

Dress code 6-8

- Solid Black, White, or Navy polo or collar shirt displaying the AIMS logo
- Solid Black, White, or Navy sweater or jacket displaying the AIMS logo
- Solid Khaki or Navy below knee jumper, below knee dress, uniform pants, below knee shorts, or skirt.
- Shoes must be sturdy, closed-toe, closed-heel shoes. Sandals, slides, Crocs, foam footwear, slippers, and other non-traditional shoes are not permitted
- No sweats unless during PE period
- No showing jewelry
- No makeup
- No artificial nails
- AIMS Swag or college dress on Fridays

Dress code 9-12

- Solid Black, White, or Navy polo or collar shirt displaying the AIMS logo.
- Red AIMS Jacket
- Solid White or Navy sweater or jacket
- Solid White or Navy below knee jumper, below knee dress, pants, below knee shorts, or skirt
- Shoes must have closed toes and closed heels. Crocs are NOT permitted
- No showing jewelry
- Natural colored artificial nails no longer than your normal nail bed length
- AIMS Swag may be worn daily

*FREE DRESS DRESS CODE K-12
Occasionally students may earn the privilege of having a “free dress day” when they are temporarily excused from the requirement of wearing the AIMS uniform. Free dress must still be appropriate for a learning environment, with pants, shorts, and skirts below the knee, no exposed midriff, and closed-toe, closed-heel shoes. Clothing that poses safety hazards or distractions to the learning environment is not

permitted on any day, including free dress.

4.3 Withdrawal and Transfers Involuntary Removal

Voluntary Withdrawal and Transfers

Parents/guardians who intend to withdraw a student from AIMS K–12 should notify the school as soon as possible and complete any required withdrawal documentation. The school will assist families in obtaining records and completing the transfer process.

Students who enroll in another public, private or charter school will be withdrawn from AIMS K–12 upon receipt of documentation confirming enrollment elsewhere, including but not limited to records requests, enrollment confirmations, or CALPADS enrollment information.

Beginning-of-Year Nonattendance (No-Show Process)

Students who do not attend school at the beginning of the school year may be assumed to have selected another educational option if they fail to attend and the school is unable to verify an excused absence.

When a student is not in attendance during the first five (5) school days of the school year, AIMS K–12 will make reasonable daily efforts to contact the parent/guardian to determine the reason for the absence and confirm the student's intent to enroll.

These efforts may include:

- Telephone calls
- Emails
- ParentSquare messages
- Text messages
- Written correspondence
- Other reasonable outreach efforts

The following procedures shall apply:

1. **Day One (1):** The school will contact the parent/guardian to confirm the student's intent to enroll.
2. **By Day Three (3):** If the student has not attended school and no excused

absence has been provided, the school will issue written notice that the student is at risk of disenrollment due to nonattendance.
3. **By Day Five (5):** If the student has not attended school and no excused absence has been provided, the school will conduct a final documented outreach attempt.
4. **Beginning Day Six (6):** If the student has not attended school and no excused absence has been provided, the school may initiate the Involuntary Removal Process described below.

If documentation is received confirming that the student has enrolled and is attending another public or private school, the school may process the student's withdrawal immediately as a transfer.

Mid-Year Consecutive Nonattendance

After a student has established attendance during the school year, AIMS K–12 may initiate an attendance intervention review when a student accumulates ten (10) consecutive school days of unexcused absences and reasonable efforts to contact the family have been unsuccessful.

Prior to initiating involuntary removal procedures, the school will make reasonable efforts to identify and address barriers to attendance through its Multi-Tiered System of Supports (MTSS) and attendance intervention processes.

Interventions may include, but are not limited to:

- Parent/guardian contact by phone, email, text, mail, and ParentSquare;
- Attendance conferences;
- Student Success Team (SST) meetings;
- Student Attendance Review Team (SART) meetings;
- Referrals to counseling, wellness, mental health, or social-emotional supports;
- Community School and family support services;
- Academic intervention plans;
- Referrals to transportation, food, housing, or community-based resources;
- Development of attendance improvement plans and progress monitoring;
- Referrals to School Attendance Review Board (SARB), when appropriate.

The purpose of these interventions is to identify and remove barriers to attendance and reconnect students and families to school supports whenever possible.

Students experiencing homelessness, foster youth, English Learners, students with disabilities, and students experiencing significant health, family, or social-emotional challenges shall receive additional outreach and support consistent with applicable state and federal law.

If attendance concerns persist despite documented intervention efforts and the school is unable to establish meaningful contact with the parent/guardian, AIMS K–

12 may initiate the Involuntary Removal Process described below.

Involuntary Removal Process

No student shall be involuntarily removed from AIMS K–12 for any reason unless the student's parent/guardian has been provided written notice of the school's intent to remove the student ("Involuntary Removal Notice").

The Involuntary Removal Notice shall be provided no less than five (5) school days before the effective date of the proposed disenrollment.

The notice shall include:

- The basis for the proposed disenrollment;
- An explanation of the parent's/guardian's right to request a hearing prior to disenrollment;
- The proposed effective date of disenrollment;
- Information regarding the California Department of Education (CDE California Education Code § 48432.5 or § 48929) Enrollment Complaint Notice and Form.

The notice shall be provided using the most current contact information on file and may be delivered through multiple methods, including mail, email, and electronic communication platforms used by the school.

If the parent/guardian requests a hearing, the student shall remain enrolled until a final decision is issued.

The hearing shall provide the parent/guardian with an opportunity to present information relevant to the proposed disenrollment. Following the hearing, the school will issue a written determination.

If the parent/guardian does not respond to the Involuntary Removal Notice by the stated deadline, the student may be disenrolled effective on the date identified in the notice.

If the parent/guardian requests a hearing but fails to appear at the scheduled hearing without good cause, the school may proceed with disenrollment following review of the available information.

If a student is disenrolled through the involuntary removal process, the school may notify the student's district of residence within thirty (30) calendar days, as appropriate.

Non-Discrimination

These procedures shall be applied fairly, uniformly, and consistently and without discrimination based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic protected by state or federal law.

4.1. Tardies

A. Students will be marked absent if they are not present by the start of the class period, as determined by the master bell schedule.“Tardy”: Students shall arrive at school and be in the classroom at the properly scheduled time.

B. Students are considered tardy when they arrive after the official start time of school and within the first 29 minutes of class. After the first 30 minutes, it is considered a truant tardy (without an excuse listed above).
   - Students with a legitimate excuse, as determined by the aforementioned section on excused absences, shall be marked “Tardy Excused” when attending class late.

C. The student MUST pick up a pass from the front office/desk before entering class; otherwise, it will be considered an unexcused absence.

D. Daily attendance monitoring and phone calls are made home for any student who is marked absent or is tardy over 30 minutes.

Tardy Sweep (6-8) Policy

Students are expected to be in their assigned classroom when the bell rings.

Students who are not in class when the tardy bell sounds will be subject to a tardy sweep. Students picked up during a tardy sweep will receive a tardy and be assigned a consequence.

Repeated tardiness is considered a disruption to the learning environment and may result in progressive disciplinary action.

7.4 School Meals and Universal Benefits Application (UBA)

ORIGINAL:

We encourage all families to submit a lunch application at the beginning of each school year, regardless of family income.

Applications are available and eligibility is determined using the California Department of Education guidelines. After processing the form, parents will be informed if their child is eligible for free, reduced, or full priced meals. If students are required to pay for their meals, parents will be provided with an invoice the following month for payment at the school site.

If there are any changes to the family income during the school year that may affect the student's lunch program status, a new lunch application must be completed and submitted. Lunch applications are available in the main office 746 Grand Ave Oakland, CA 94610, or can be completed online through https://www.mymealtime.com/Apps/SignIn. aspx.

Students can qualify for free or reduced- price lunches based upon their household size and income, which is based on Federal Income Eligibility Guidelines. Most students are required to fill out a current lunch application at the beginning of each school year. 75 % of our students qualify for free and reduced lunch. All families are encouraged to complete a lunch application at the beginning of each school year.

Applications are available online and are also available at the school site when school starts. Applications can be submitted to AIMS District Nutrition Services Program, 171 12th St. Oakland, CA 94607, or to the main office 746 Grand Ave. Oakland, CA 94610.

Only one application per household is required. Please do not submit multiple applications as this will slow down the processing. Once your application has been received and/or processed, an eligibility letter will be mailed to your home address. Applications are accepted throughout the school year. If your income or household size changes, you may submit an updated application. This may be subject to verification and documentation.

AIMS also offers milk, juice, and water for purchase for those who bring their lunch from home.

- **Lunch Program Application:**
  All families can participate in AIMS k12 School Breakfast, Snack, and Lunch Program. Please remember to fill out the AIMS income survey so AIMS can

continue to get funding for important school programs. They can be completed online through each school site. Elementary School (https://aimsk12.org/es-nutrition) Middle School (https://aimsk12.org/ms-nutrition,) High School (https://aimsk12.org/hs-nutrition,) or through paper applications, which are available at the school site. Applications can be submitted to AIMS Lunch Program, 171 12th St. Oakland, CA 94607. Filling out the form helps AIMS to secure funding for vital programs that support the schools.

UPDATED:

All students may participate at no cost in the AIMS K-12 School Breakfast, Snack, and Lunch Program.

We encourage all families to complete a Universal Benefits Application (UBA) at the beginning of each school year, regardless of household income.

While all students receive meals at no charge, information collected through the UBA helps AIMS qualify for important state and federal funding that supports educational programs, technology, student services, and other resources. Completing a UBA may also help determine eligibility for additional benefits available to students and families, including programs such as SUN Bucks (Summer EBT), when applicable.

Only one Universal Benefits Application is required per household. Please do not submit multiple applications, as this may delay processing. Applications may be submitted at any time during the school year, and families whose household size or income changes may submit an updated application.

Applications may be completed online through the AIMS Nutrition Services webpage or by submitting a paper application available at each school site.

All information provided on the application is kept confidential and used only for authorized program purposes.

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

STUDENT AND FAMILY HANDBOOK 2026-2027

AIMS College Prep K-8 (AIPCS II)

171 12TH STREET,
OAKLAND, CA 94607
TEL: 510-893-8701
FAX: 510-893-0345
elementary@aimsk12.org

AIMS College Prep Middle School

171 12TH STREET,
OAKLAND, CA 94607
TEL: 510-893-8701
FAX: 510-893-0345
middleschool@aimsk12.org

AIMS College Prep High School

746 GRAND AVE
OAKLAND, CA 94610
TEL: 510-220-5044
FAX: 510-893-0345
highschool@aimsk12.org

WWW.aimsk12.ORG

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1. INTRODUCTION

1.1. Welcome Statement

Dear AIMS Families,
This handbook is designed to acquaint you with official AIMS District policies and to better help prepare you for a rigorous college prep environment and beyond.

AIMS K-12 reserves the right to adopt changes to its handbook at any given time as needed. Updates to this handbook will be communicated to all families and students and will be posted on our school's website at aimsk12.org.

1.2. AIMS K-12 College Prep Charter District

Year Founded: 1996 (Oakland, CA)
Mascot: Golden Eagles
School Colors - Red, Athletic Gold, and Royal Blue*
Number of Students: 1050
Website: www.aimsk12.org
Email Address: communications@aimsk12.org
District Address: 171 12th Street, Oakland, CA 94607
Office Phone Number: (510) 893-8701
Interim Executive Director: Marco Meńendez
Board President: Kimi Kean

1.3. AIMS K-12 History

Founded in 1996, AIMS K–12 began as a middle school established by Native American families seeking to preserve cultural connections for their children. Originally known as the American Indian Public Charter School (AIPCS), it became Oakland's second publicly funded charter school and, in 2006, the first to receive National Blue Ribbon School recognition. That same year, the district expanded to include a high school (AIPHS), followed by an elementary school in 2012. Over time, AIPCS became AIMS College Prep Middle School, AIPHS became AIMS College Prep High School, and AIPCS II as AIMS College Prep K–8. As the district grew, so did its diversity—by 2018, both the elementary and middle schools were recognized for nearly closing the achievement gap for African American students. To reflect its broader mission and inclusive college-prep focus, the district adopted the name AIMS K–12 College Prep Charter District.

AIMS K–12 College Prep Charter District has received several prestigious awards for its academic excellence and commitment to student success. In 2020, the district was honored with the Hart Vision Award as School of the Year in Northern California and received the A–G Quality School Award for outstanding college readiness. That same year, AIMS was recognized as a Top-Performing Bay Area Public School for improving outcomes for low-income African American students. AIMS College Prep High School achieved a 100% A–G completion rate for African American students, earning additional recognition. In 2022, all three AIMS schools—elementary, middle, and high—were awarded the California Pivotal Practice (CAPP) Award for innovative practices during distance learning. Most recently, in

2023, AIMS College Prep Elementary School was named a California Distinguished School, one of only three schools in Oakland Unified to receive the honor.

1.4. AIMS Vision

Provide a rigorous educational foundation that provides all students, particularly those traditionally underserved, to **excel academically and personally**. We are committed to preparing our students for successful entry into and completion of **four-year college programs**. Through our dedicated approach, we strive to break barriers, foster ambition, and cultivate a new generation of scholars who will **contribute meaningfully** to society.

1.5. AIMS Mission

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations is attendance, academic achievement, and character development results in our students being prepared for lifelong success

1.6. AIMS Credo

The Family	We are a family at AIMS K-12.
The Goal	We are always working for academic and social excellence.
The Faith	We will prosper by focusing and working toward our goals.
The Journey	We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

1.7. AIMSTRONG Learner Profile

AIMSTRONG has developed into the official moniker of the AIMS K-12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student learner profile:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power you possess to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

Teamwork: The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

1.8. Golden E.A.G.L.E.S Values

We work together to create a positive, safe, and inclusive learning environment where all members of our community are soaring with Engagement, Accountability, Growth Mindset, Leadership, Empathy, and Service.

Engagement:	We stay focused, curious, and actively participate in our learning.
Accountability:	We take responsibility for our actions and learning.
Growth Mindset:	We believe we can grow, embrace challenges, learn from mistakes, and keep trying.
Leadership:	We lead by example with integrity and respect.
Empathy:	We show kindness, compassion, and care for others.
Service:	We help and support others to strengthen our community.

1.9. AIMS Model

Pedagogy and Practices: In order for AIMS to meet our mission of successful acceptance to a four-year college or university, we have designed K-12 instruction to meet the goal of mastery for the spiral progression of learning standards.

Diversity and Inclusion: We believe that each child has a unique talent and purpose. We see and celebrate differences, and do not tolerate bullying or prejudices.

- Every student has opportunities to learn individually and in groups.
- Teachers are expected to regularly examine their own biases with respect to student behavior and aptitude.
- AIMS functions as a school designed to serve traditionally underserved communities. The programming design of AIMS will prioritize the needs of these communities.
- Teachers are expected to support students in accessing the general education classroom whenever possible.
- Parent communications will happen with the support of translators whenever possible.
- Students are encouraged to share their cultural traditions at school functions.
- AIMS staff is committed to supporting students in practicing dialogue and critical thinking when both inspirations and conflicts arise.
- At AIMS, we accept and respect each other regardless of race, religion, or orientation.

Learning Environment: The AIMS Model classroom is one that is orderly and clean. We believe that an orderly classroom increases time on task for instruction. Students are expected to help in the upkeep of their classrooms and school environment and teachers may assign students classroom jobs to help promote classroom culture and efficiency.

2. SCHOOL INFORMATION AND PROCEDURES

2.1. Academic Calendar

A copy of the Academic Calendar can be found online at calendar.aimsk12.org.

2.2. Leaving the School During the Day

All AIMS schools are closed campuses. Unauthorized leave is not permitted under any circumstances.

Leaving school during the day: If you must pick up your child early for an appointment during the day, the parent/legal guardian needs to sign out a student or sign a note explaining the reason for leaving.

Students will not be released for early dismissal 15 minutes prior to the regular dismissal time unless previous arrangements have been made with the teacher, the site administrator, and the office. When picking students up early, the parent or authorized adult will be asked to complete an early dismissal form and the office will notify the teacher to send the student to the office for departure. Parents may not enter the classroom before the class has been dismissed without prior approval from the teacher or the office.

If a student is 18 years old or older: If a student is 18 years old, they are allowed to sign themselves out but they must inform office staff/teachers of the purpose for leaving school. However, if they choose to sign themselves out, they must be fully aware that in the event they are cutting classes, they will be subject to disciplinary action. These absences will be marked as unexcused absences. In the event that a student must leave school, a signed note from the student's parent is preferred.

2.3. Visiting the School

All visitors to school sites must report to the school office when entering and receive authorization to visit elsewhere in the school site. While AIMS strongly encourages parent visits, classroom visits during school hours must be authorized by both the teacher and the administrator. Unauthorized persons will not be permitted in school buildings or on school grounds. The School Administrator or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on school grounds.

2.4. Emergency Contact Information

Every family must submit a new reenrollment form or confirm the information in the existing emergency form each school year before classes begin. These must be submitted online. Please submit a new emergency card immediately, at any point during the year, if any of the following information changes:

- Home address
- Work address
- Home, cell, work telephone numbers
- Doctor's phone number
- People who are authorized to be contacted in case of an emergency
- Telephone numbers of people to be contacted in case of an emergency
- People authorized to pick up your child from school
- Health and Vaccination Status

2.5. Custodial Arrangements

Parent(s) shall provide complete information regarding the custodial care and visitation rights of their child(ren). Upon request, the parent(s) shall furnish to the School Administrator a copy of any relevant court order so as to ensure the safety and welfare of the respective student. The parent(s) shall have a continuing duty to apprise the school of any changes in the custodial care of the student and of the issuance of any court order restricting or prohibiting parental or third-party access to the child.

2.6. Enrollment

After a student is accepted, they need to complete the following steps:

Submit online Registration document with the following information:

- Student's name and age Verification Document (e.g. Birth Certificate, Passport, Parent/Guardian Affidavit)
- Provide Immunization Verification
- Copy of existing Individualized Education Program (IEP) and record of prior special education services (if applicable)
- Transcripts
- Most recent SBAC scores. Students in grades 4th through 11th (if applicable)
- Most recent ELPAC Scores (if applicable).
- Most recent student report card from the previous school.
- Emergency Contact Information Form
- Household Income Questionnaire
- Counseling Services Form
- Media Authorization
- FERPA (Family Educational Rights and Privacy Act)
- Attend Enrollment Orientation

New and returning students will need to complete the following steps:

Submit re-registration Application with the following information:

- Provide Immunization Verification
- Technology Agreement
- Handbook acknowledgement/agreement
- Emergency Contact Information Form
- Counseling Services Form
- Media Authorization
- FERPA (Family Educational Rights and Privacy Act)
- Field Trip Permission
- AIMS Survey
- Universal Benefits Application

Homeless students:
The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the new school to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible. For more information, please refer to the Homeless Student section.

2.7. Confidentiality of Records

AIMS K-12 will adhere to all procedures related to confidentiality and privacy of records. In the event that a child transfers from an alternate school to AIMS K-12 district, the child's cumulative records will be requested from the respective district. Upon exit from AIMS K-12, the child's cumulative records will be forwarded upon request.

2.8. Off-Campus Lunch Policy

Students are required to remain on campus during breaks and lunch periods. Students may not leave campus to purchase food or beverages during the school day.

Food deliveries from restaurants, delivery services, family members, or other third parties are not permitted. Outside food may not be ordered for delivery to the school. This includes food ordered through delivery services such as DoorDash, Uber Eats, Grubhub, and similar vendors.

2.9. Lost & Found

Anything left or found unattended will be considered a lost item. Any items found on campus will be taken to the Lost and Found. The Lost and Found will be cleaned out every two weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the student's name.

3. SCHOOL POLICIES

3.1. Student Dress Code Policy

All students at AIMS, grades K-12, must adhere to the dress code while on the school campus.* Teachers and administrators are responsible for ensuring this code is adhered to. Students not in dress code will receive detentions and other applicable consequences.

Dress code K-5

- Solid White, or Navy polo or collar shirt displaying the AIMS logo
- Solid White, or Navy sweater or jacket displaying the AIMS logo
- Solid Khaki or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- Shoes must be sturdy, closed-toe, closed-heel shoes. Sandals, slides, Crocs, foam footwear, slippers, and other non-traditional shoes are not permitted
- No sweats unless during PE period
- No showing jewelry
- No makeup
- No artificial nails

Dress code 6-8

- Solid Black, White, or Navy polo or collar shirt displaying the AIMS logo
- Solid Black, White, or Navy sweater or jacket displaying the AIMS logo
- Solid Khaki or Navy below knee jumper, below knee dress, uniform pants, below knee shorts, or skirt.
- Shoes must be sturdy, closed-toe, closed-heel shoes. Sandals, slides, Crocs, foam footwear, slippers, and other non-traditional shoes are not permitted
- No sweats unless during PE period
- No showing jewelry
- No makeup
- No artificial nails

Dress code 9-12

- Solid Black, White, or Navy polo or collar shirt displaying the AIMS logo.
- Red AIMS Jacket
- Red AIMS PE uniform
- Solid White, Black or Navy sweater, sweatshirt or jacket
- Solid White, Black or Navy below knee jumper, below knee dress, pants, below knee shorts, or skirt
- Shoes must have closed toes and closed heels. Crocs are NOT permitted
-
- Natural colored artificial nails no longer than your normal nail bed length
- AIMS Swag may be worn daily

*FREE DRESS DRESS CODE K-12
Occasionally students may earn the privilege of having a “free dress day” when they are temporarily excused from the requirement of wearing the AIMS uniform. Free dress must still be appropriate for a learning environment, with pants, shorts, and skirts below the knee, no exposed midriff, and closed-toe, closed-heel shoes. Clothing that poses safety hazards or

distractions to the learning environment is not permitted on any day, including free dress.

3.2. Technology Policies

The use of technology on campus is intended to enhance learning and support instructional activities. All school-issued and personal technology devices must be used for educational purposes only. Students who are found using devices for non-educational purposes, visiting inappropriate websites, or otherwise off-task may have their device confiscated and may be subject to disciplinary action.

Cell Phones and Personal Electronic Devices

Students are not permitted to use cell phones or personal electronic devices during the school day unless expressly authorized by both the classroom teacher and school administration for an academic purpose.

Any student found using a cell phone or personal electronic device without authorization will have the device confiscated. Confiscated devices will be released only to a parent or guardian, and the student may be assigned detention or other disciplinary consequences. Devices that ring, buzz, or otherwise disrupt the educational environment may also be confiscated.

The school does not assume any responsibility for lost, damaged or stolen items.

K-8 Students: Cell phones must remain secured in the school's approved phone-locking system during the instructional day. Teachers/admin will collect cell phones at the beginning of the school day or class period, as appropriate. Scholars will be allowed to call parents at any time with appropriate permission at the front desk.

High School Students: Cell phones must remain secured in the school's approved phone-locking system during the instructional day.

Chromebooks:

Chromebooks are available for student use while on campus. It is the student’s duty to protect and preserve the Chromebooks.

Damage to the Chromebooks due to negligence may result in loss of technology privileges.

Students are permitted to borrow Chromebooks or laptops from the office. Laptops or Chromebooks which are issued for student use will be checked out with their school ID, and must be returned in good condition at the end of the school year, or grades will be withheld.

In the case of hybrid learning the school will provide Chromebooks to students. Laptops or Chromebooks which are issued for student use will be checked out with their school ID, and must be returned in good condition.

Printing Services:

Whenever possible, it is the expectation that students submit all assignments digitally to

their instructors as required. Students in need of physical copies of their work may email their teacher regarding printing out copies.

3.3. Textbooks/School Materials

Students will be issued textbooks and materials necessary for classroom instruction. These books become the responsibility of the student. Students must cover the issued textbooks and write their names in the designated areas.

3.4. Parent Communication Policies

It is very important to ensure that communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar and the school website on a regular basis.

Communication is key to AIMS being a healthy environment for students and adults. Follow these tips to effectively communicate:

With Teachers:

Parents have an opportunity to meet with teachers at Back-to-School Night and Open House in the Fall.

Parents may receive personal phone calls or emails periodically from their child's teachers.

Parents will meet with teachers for a parent/teacher conference at least once each semester. All parents are encouraged to attend teacher conferences and/or to contact teachers to meet with them throughout their child’s high school years.

Parents may contact teachers by written notes, phone calls, emails, or communicate through Parent Square.

Parents may also make an appointment to meet with the teacher during their scheduled preps or open “office hours,” or according to the teacher's availability. We encourage all parents to be proactive in their communication with teachers, and not only when problems may arise.

You can contact a teacher by:

1. Calling the school and leaving a message on the voice mail system; the teacher will return your **call within 48 hours**
2. Writing a note to the teacher and sending it with your student
3. Sending an email or Parent Square
4. Making an appointment to meet with the teacher during their scheduled open “office hours,” or according to the teacher's availability.

With the School:

1. The AIMS website, AIMS Standard, and AIMS handbook contain answers to many of the questions parents and community members may have. Please consult these

prior to contacting the school with questions.
2. Parents may contact the school with written notes, phone calls, or emails if they have questions or concerns, or make an appointment with the appropriate person to address your concerns.
3. Progress reports are given every three weeks, and must be signed by parent/ guardian(s) and returned to school.
4. Report cards will be distributed every nine weeks, and parents must meet with teachers if their student is failing or if teachers request a conference.
5. Student progress, grades, attendance are also available on PowerSchool. Grades are updated on a weekly basis.
6. AIMS Newsletters will be emailed via Parent Square.
7. Memos and flyers are sent home on an as needed basis.
8. Back-to-School Night, scheduled in the Fall, is an opportunity for parents/guardians to meet their child's teachers, to get an overview of grade level curriculum and expectations, and to learn more about the school from the School Administrator and your child's teacher.
9. AIMS Parents United is a parent-led group that fosters meaningful engagement through regular meetings, community events, volunteer opportunities, and ongoing collaboration with staff and fellow families.
10. Local Control Accountability Plan (LCAP) is where stakeholders learn about the budget and to provide input.
11. School Site Council (SSC) is where decisions are made regarding Federal Funds
12. Board meetings are a time for the board to meet and discuss governance. Visitors are welcomed and protocols for behavior and structure must be followed by attendees.

With your child during the school day:

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. Please make all carpool or after school pick up arrangements with your child before the school day.

3.5. Student Communication

1. Students must use their school email account while on campus.
2. Students will use proper communication protocols to be heard and will not interrupt others.
3. Students will follow adult's directions.
4. Students will not use foul language, or participate in bullying, name-calling, or fighting.

3.6. Admissions Policy

Admission to AIMS K-12 is open to all students who wish to attend the school as outlined in Education Code, section 47605(d)(2)(A). For specific admissions information, please log into the www.aimsk12.org website.

AIMS K-12 schools are public charter schools that will not charge students tuition, as it is free to all who are admitted. AIMS 12 will not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion,

sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. AIMS K-12 will also adhere to the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. AIMS shall adhere to all state and federal laws regarding the minimum age of students. AIMS K-12 shall not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements and is not over the age of 22.

3.7. Parent Involvement Guidelines

The involvement of parents in the classroom or at the school is greatly encouraged. Along with being a school volunteer, parents may visit the classroom as an observer. Parents are welcome to request an observation period at any time.

However, teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

1. Schedule a date and time with the teacher by leaving a message for them in the main office or contacting them during their office hours.
2. Explain the purpose for the observation.

Note: Observation times may be limited. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship, and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents, AIMS K-12 offers a variety of opportunities for you to be involved in the academic life of your child at the classroom and school levels. We further demonstrate our commitment to forging genuine partnerships with all parents by offering high-quality family services, including a comprehensive parent workshop program.

Ways to Participate at AIMS

Become a School Instructional Volunteer:
Throughout the school year opportunities will arise for you to volunteer in your student's classroom, in the school, and for special events. AIMS K-12 encourages and welcomes your involvement and participation as a volunteer. We ask that you follow certain policies and guidelines as a school volunteer as outlined in the following section "School Volunteer Guidelines."

AIMS Parents United (APU)
AIMS Parents United is a parent-led advisory group that represents families across the district and strengthens connections between parents and AIMS K–12 staff. APU empowers parents to help shape school policy, fosters active involvement through meetings, events, and volunteer

opportunities, and serves as a support network for families and students.

LCAP Advisory Committee And SSC:
The LCAP Advisory Committee and SSC recommend modifications to the strategic plan to reflect changing needs and/or priorities. Also, the LCAP Advisory Committee will provide input on: LCAP, SPSA curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar. The LCAP Advisory Committee and SSC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the school, parents, and all its stakeholders.

Election of parent representatives and other community members are held during the fall of each school year. Nomination forms for parent and community members shall be distributed at each school site and sent home to parents. New members and alternates shall be installed by the October meeting.

Other special program/project committees may be established for specific purposes such as fundraising activities, special events, etc.

Participate in Parent Workshops:
Various Parent Workshops and school special events and activities will be held during the school year. Throughout the year the school may offer educational opportunities for the continuing education of parents/guardians. Such opportunities may include classes on parenting, health topics, open communication, job training, domestic violence, and English Language Development. Other opportunities include families having the option to attend DLAC, ELAC, Wellness and Family Advisory meetings. All meeting spaces and workshops are open to families.

Volunteer Application Guidelines

AIMS Volunteer Clearance Levels & Requirements

Volunteer Guidelines

Classroom and student work is always confidential. Please don’t discuss student problems with anyone except the teacher or School Administrator. Try not to compare children within the classroom. Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach. Work positively for the good of the school. Constructive criticism should be directed only to the supervising teacher or school administrator. When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear, please ask for clarification. If you have any questions about volunteer policies and procedures, please contact the Administrative Assistant to the School Administrator.

3.8. Harassment, Discrimination, and Bullying Policy

AIMS K-12 is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or

ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

AIMS K-12 believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. AIMS K-12 prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

For additional information, please read the Section on School Code of Conduct and Disciplinary Procedures.

Fighting Policy

AIMS maintains a zero-tolerance approach toward fighting.

Any student who participates in, encourages, records, or promotes a physical altercation may be subject to disciplinary action.

Self-defense claims will be investigated on a case-by-case basis. Students are expected to seek assistance from staff rather than engage in physical confrontation whenever possible.

3.9. Administrative Searches

Administrators reserve the right to provide searches in accordance with state and local laws.

3.10. Use of Student Images/ Schoolwork

The District often includes images of students engaged in school activities and events as part of outreach and information about our programs for parents, family, and the wider community. Community organizations or partners value these images as compelling ways to share and urge support for the work of our teachers and students.

During the school year, your student may be photographed or filmed by District staff while participating in school programs and activities. If you have a special concern about the use of your student’s image or name, please notify the school office and request to opt your child out of media and pictures related to the district.

3.11. Media and Special Projects

There are times when schools may be featured in various news media. News reporters, photographers and/or film crews from TV, radio stations, newspapers, magazines, online publications, or other media may wish to interview, photograph and/or film your child in relation to a story about our schools or students, such as a school performance, a sports

competition, or other newsworthy events. Your child's name might be included in the report. We want you to know:

Media representatives must register immediately upon entering any school building or grounds when school is in session and a media representative who wishes to photograph students on school grounds should first make arrangements with the School Administrator or designee.

- The district will not impose restraints on students' right to speak freely with media representatives at those times which do not disrupt a student's educational program.

Parents/guardians may, at their discretion, instruct their children not to communicate with news media representatives. Please discuss your wishes with your students if you do not want them to be interviewed, photographed, or filmed by news media on or off campus.

3.12. Updated Promotion/Retention Policy

Updated Promotion/Retention Policy

3.13. Digital Citizenship and Responsible Use

Students are expected to use cell phones and other forms of communication responsibly and respectfully.

The school may investigate and address off-campus social media activity when it:
- Causes substantial disruption to the school environment
- Involves threats, harassment, bullying, or intimidation
- Targets students, staff, or the school community
- Promotes fighting, violence, or illegal activity

Students who create, share, or distribute inappropriate content affecting the school community may face school disciplinary consequences.

3.14. Vandalism and Destruction of School Property

Students are expected to respect all school property and facilities.

Acts of vandalism include, but are not limited to:
- Graffiti
- Defacing school property
- Damaging furniture, technology, textbooks, or equipment
- Tampering with school facilities

Students responsible for vandalism may be required to:
- Pay restitution for damages
- Complete community service
- Participate in restorative practices
- Serve disciplinary consequences, including suspension

4. STUDENT ATTENDANCE

Consistent school attendance is critical to student success. Chronic absenteeism—defined as missing 10% or more of the school year, or 18+ days—has been linked to an increased likelihood of poor academic performance, disengagement from school, and high school dropout rates, particularly among students of color.

Because of the vital link between students' attendance and academic success, we take pride in the fact that our school's attendance rates for students far surpass District and state averages. Students are recognized for perfect attendance each quarter. Attendance is a priority at AIMS and, with the understanding that some absences are unavoidable, this attendance policy outlines procedures for ensuring that consistent learning is not hindered by absences.

4.1. How to Report an Absence

When your child is absent from school, please notify your child's school at 510-893-8701 (K-8) and 510-220-5044 (9-12). You can also contact each school site through their direct email: Elementary School (elementary@aimsk12.org,) Middle School (middleschool@aimsk12.org,) or High School (highschool@aimsk12.org.)

When leaving a message regarding your child's absence please provide the following information:

- Student's name
- Date(s) absent
- Reason for absence
- Grade/teacher
- Your name and your relation to child
- Daytime phone number

1. Attendance is taken at the beginning of each class period. The office staff will call home daily when students are absent.
2. Once an absence is reported by a parent/guardian, the front office will notify the student's teachers.
3. Notifying a teacher or designee directly without first notifying the front office is not sufficient and will not excuse a student's absence.

4.2. Excused and Unexcused Absences

Students who are absent for any reason must attend Saturday School. Please be aware that the State does not reimburse the District for any absence. Every day a student is absent results in a loss of revenue to the District.

The District is still required to keep accurate records of student attendance and reasons for absences.

1. Absences are "excused" when they are due to:
   a) Illness, quarantine,or medical, dental, optometric, or chiropractic appointment

b) Family emergency
c) Legal matter
d) Religious holiday or ceremony - Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises with prior approval by the School Administrator [Education Code Section 46014]. Additionally, students may be absent to attend a religious retreat [Education Code Section 48205(a) (7)], not to exceed four hours per semester. Such absences are considered excused absences, and pupils are responsible for making up missed work.
Funeral services of an immediate family member (one day if the service is in California and not more than three days if the service is outside California).

e) Jury Duty
f) Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
g) For justifiable personal reasons when the pupil's absence is requested in writing by the parent or guardian and approved by the School Administrator or a designated representative pursuant to uniform standards established by the governing board.
h) For the purpose of serving as a member of a precinct board
i) For the purpose of spending time with a member of the pupil's immediate family who is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position.
j) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
k) Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks.
l) Work assignment for students who hold an entertainment work permit or who participates with a not-for-profit arts organization in a performance for a public-school audience (Administration approved)
m) Administration pre-approved college visits and internships.

The law limits the number of excused absences for a child holding an entertainment work permit to five absences per school year, each of which may consist of up to five days. CA. Ed. Code 48225.5.

2. Absences due to an illness exceeding 3 consecutive days require a note from a doctor or nurse excusing the absence **AND** specifying the amount of time excused. If no note is received, the absence is considered an unexcused absence.

- **Note:** A student with an excused absence from school will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If the work is not completed within a reasonable time, the student will receive no credit.

3. Any absence for reasons other than those listed as EXCUSED ABSENCES are **unexcused**, even if the parent calls in to excuse it. Absences unverified after 3

school days will be recorded as unexcused.

4. A prolonged absence due to any other unforeseen circumstance must be approved by the School Administrator.

Dismissal Due to Illness:

A child may be sent home early from school if s/he is ill or appears to be suffering from an infectious or contagious disease.

Parents/guardians or emergency contacts listed will be contacted to pick up the child.

4.3. Withdrawal and Transfers

Parents/guardians who intend to withdraw a student from AIMS K-12 should notify the school as soon as possible and complete any required withdrawal documentation.

AIMS K-12 may administratively withdraw a student when the school has obtained documentation that the student has enrolled in another educational program, has relocated, or when the student has been absent for ten (10) consecutive school days without valid excuse and reasonable efforts to contact the family have been unsuccessful.

Prior to administrative withdrawal, AIMS K-12 will make reasonable attempts to contact the parent/guardian and determine the student's educational status.

Students disenrolled for the above reason may be placed on the waiting list and readmitted on a space available basis.

Student records will be transferred in accordance with applicable state and federal laws upon request from the receiving educational institution.

4.4. Student Absence & Homework/Test Taking Procedures

A. Teachers will prepare homework for absent students so they can pick it up from the office to limit interruptions in the classroom.

B. It is the student and the parent/guardian's responsibility to contact their teachers directly to obtain a copy of all missing homework assignments.

   a) Students and the parent/guardian may notify the front office if they are unable to connect with their teacher within a 6–12 hour time period.

   b) Students should contact their teacher to arrange makeup work for any assignments missed due to an absence.

C. If the students cannot get to school due to transportation issues, they should let the school know so we can try to provide a solution.

D. Teachers will report class list/attendance grid discrepancies immediately.

4.5. Tardies

A. Students will be marked absent if they are not present by the start of the class period, as determined by the master bell schedule.“Tardy”: Students shall arrive at school and be in the classroom at the properly scheduled time.

B. Students are considered tardy when they arrive after the official start time of school and within the first 29 minutes of class. After the first 30 minutes, it is considered a truant tardy (without an excuse listed above).
   - Students with a legitimate excuse, as determined by the aforementioned section on excused absences, shall be marked “Tardy Excused” when attending class late.

C. The student MUST pick up a pass from the front office/desk before entering class; otherwise, it will be considered an unexcused absence.

D. Daily attendance monitoring and phone calls are made home for any student who is marked absent or is tardy over 30 minutes.

Tardy Sweep (6-8) Policy

Students are expected to be in their assigned classroom when the bell rings.

Students who are not in class when the tardy bell sounds will be subject to a tardy sweep. Students picked up during a tardy sweep will receive a tardy and be assigned a consequence.

Repeated tardiness is considered a disruption to the learning environment and may result in progressive disciplinary action.

4.6. Truancy

California Education Code 48260 defines a student as truant if he or she has any combination of:

- Three unexcused absences;
- Three unexcused tardies; and/or
- Three absences exceeding 30 minutes.

1. Students shall be classified as truant if absent from school three (3) full days in one school year, without a valid excuse, or if tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof.
2. Upon reaching truant status, the parent/guardian will receive the first “Truancy Notification” letter from the school and will be referred to the Student Attendance Review Team (SART). This letter must be signed by the parent/guardian and returned to the school within ten (10) days. As part of the SART process, the parent/guardian, student, teacher representative(s) and an administrator will meet to form a SST and consider a plan for correcting the attendance problem.

3. Upon reaching four (4) unexcused absences, the parent/guardian will receive a second Truancy Notification letter (to be signed and returned to school within ten (10) days and will be required to attend a follow-up meeting to consider a plan for correcting the problem.
4. Upon reaching five (5) or more unexcused absences and/or tardy truant, the parent/guardian will receive a third Truancy Notification letter and will be required to meet with the Student Attendance Review Board (SARB). The SARB may include an administrator, Board member, classroom teacher, and support staff such as psychologist and or counselor. It is the school's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family. The SARB team will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
5. After continuous attempts to resolve, students may be referred to the district attorney's office. If the student is reported as a truant three or more times per school year, and does not follow the SARB's directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school, The parent/guardian must be notified of this action. (EC §48262, §48263,§48263.5)

4.7. SARB/T: Student Attendance Review Board/Team

All children between 6 and 18 years of age are required by California's Education Code to attend school and their parents have a legal responsibility to ensure their child's attendance.

The law also states that a student's refusal to attend school regularly can result in a referral to the School Attendance Review Board/Team (SARB/T), Juvenile Probation, and the Juvenile Court System. Additionally, parents who fail to compel their child's attendance may face criminal prosecution and penalties. (Education Code Section 48260)

At AIMS HS the SARB/T addresses chronic attendance and truancy problems. The SARB/T meets with students and families to collaborate, identify persistent attendance issues, and develop solutions to resolve these issues. It is a panel that may include but not limited to the school's SARB/T Coordinator, social/mental health services, community agency representatives, and a referring school site representative.

Prior to referring a student to SARB/T, the school will help the student remedy his/her attendance situation by referring the student to the Student Success Team (SST).

Interventions may include counseling, mentoring, tutoring, after school program referral, behavioral support, wellness center referral and home visits. When school sites have tried everything to get a student to attend school everyday and attendance has not improved, a family can be referred to the SARB/T panel which will then schedule a hearing before a panel and the student and parent/guardian are required to attend.

5. Academic Integrity

5.1. Academic Honors

At AIMS, we recognize and celebrate students who demonstrate outstanding academic achievement. Students who meet the following GPA criteria each semester will be awarded academic honors:

1. **Honor Roll**: GPA between **3.33 and 3.79**, with no grade of **C- or below**.
2. **Dean's List**: GPA of **3.8 or above**, with no grade of **C- or below**.
3. **Superintendent's List**: GPA of **4.0**, with **perfect attendance**.

These distinctions reflect our commitment to academic excellence and serve to motivate students in their pursuit of high achievement. Students receiving these honors may be recognized in school assemblies, newsletters, and other school communications.

5.2. Student of the Month

The Student of the Month program at AIMS celebrates students who exemplify the AIMS Golden E.A.G.L.E.S. values. These include Engagement, Accountability, Growth Mindset, Leadership, Empathy, and Service. Each month, students who demonstrate excellence and commitment in these areas are recognized for their outstanding character and contributions both inside and outside the classroom. This program highlights the importance of not only academic achievement but also the personal qualities that help build a strong, supportive school community.

5.3. Perfect Attendance

At AIMS, we proudly recognize students who achieve perfect attendance each month, celebrating their dedication and commitment to showing up consistently and on time. Perfect attendance is a key factor in academic success, as it reflects responsibility, perseverance, and respect for learning. By honoring students with perfect attendance awards, we encourage all students to prioritize being present and engaged, reinforcing the vital role consistent attendance plays in reaching their full potential.

5.4. Most Improved

The Most Improved Award at AIMS celebrates students who have shown remarkable growth and progress in their academic performance, behavior, or effort. This recognition highlights the hard work, determination, and positive attitude students demonstrate as they overcome challenges and strive to reach their personal best. By honoring their improvement, we encourage a growth mindset and inspire all students to keep pushing forward, knowing that dedication and perseverance lead to success.

5.5. Kindness

The Kindness Award recognizes students who consistently demonstrate compassion, empathy, and respect toward others. These students create a positive and welcoming environment by helping peers, showing understanding, and leading by example with their thoughtful actions. By celebrating kindness, we foster a caring school community where

every student feels valued and supported.

6. School Code of Conduct and Disciplinary Procedures

Working draft that reframes the former “Code of Conduct and Disciplinary Procedures” into clear Behavior Expectations and Responses that center learning, equity, and belonging.

1. Purpose & Guiding Shifts

We are moving from a primarily punitive “discipline” lens to a proactive, instructional approach.
Our goals are to:

- Teach, model, and reinforce behaviors aligned to our **AIMS Golden E.A.G.L.E.S.** values and make them visible in every setting.
    - **Engagement, Accountability, Growth Mindset, Leadership, Empathy, and Service**
- Keep students learning in the least restrictive, most supportive environment.
- Repair harm and relationships when conduct falls short.
- Apply responses that are developmentally appropriate, equitable, consistent, and transparent.

2. Scope

This framework applies when students are:

- On any AIMS campus or district property.
- At school-sponsored events (including athletics, clubs, and field trips).
- Traveling to/from school or events.
- Engaged in school-affiliated virtual/online spaces.
- Off-campus when behavior creates substantial disruption to the school environment or undermines safety/relationships, especially but not limited to, when wearing the school uniform anywhere in public.

3. Commitment to Equity & Non-Discrimination

We will:

- Apply expectations and responses fairly across race, ethnicity, language, disability, gender identity/expression, sexual orientation, and other protected classes.
- Monitor data for disproportionality and intervene where patterns appear.
- Prioritize instructional, restorative, and supportive responses to keep students connected to school.

4. Student Wholeness, SEL, and Restorative Practices

AIMS centers student wholeness by integrating:

- Social and emotional learning (self-awareness, self-management, social awareness, relationship skills, responsible decision-making).
- Restorative approaches (circles, mediation, conferences, harm/needs agreements, reintegration plans) to address impact, repair relationships, and restore community.
- Trauma-informed, culturally responsive practices.

5. Multi-Tiered System for Behavior (PBIS/RtI-B)

Tier 1 (Universal, ~80-90%): Schoolwide expectations, explicit instruction in all settings, acknowledgments for positive behavior, consistent routines, active supervision.
Tier 2 (Targeted, ~5-15%): CICO, small-group social/academic skill groups, brief FBA/BIP, mentoring, family partnering.
Tier 3 (Intensive, ~1-5%): Comprehensive FBA/BIP, behavior contract, wraparound, coordinated community support, frequent progress monitoring.

6. Students with Disabilities (IDEA/504)

- All policies apply with required protections.
- Prior to exclusionary responses, teams consider disability-related needs, IEP/504 supports, Functional Behavioral Assessments (FBAs)/Behavior Intervention Plans (BIPs), and manifestation.
- If removal >10 cumulative days in a school year, the team meets within 10 school days to determine manifestation; provide services to maintain progress; update supports.

7. Early Learners (PK-2)

- Suspension/expulsion is strongly limited and may occur only where there is an imminent threat of serious harm and only after supports have been attempted, with mental-health consultation.

8. Role of Deans & Campus Supervisors (and Law Enforcement only for emergencies)

- Routine behavior and safety are handled by **Deans (K-8 and HS)** and **Campus Supervisors**, in partnership with educators and families.
- Law enforcement is **not** used for routine school discipline and is contacted only for imminent safety threats or criminal conduct that cannot be addressed by school staff.
- AIMS does **not** employ School Resource Officers (SROs).
- Students retain due-process rights; family contact and documentation are required.

9. Levels of Intervention & Response (Use the lowest effective level first)

Level 1: Teacher-Led Instructional Responses (in-class)
Purpose: correct/teach behavior while maintaining learning time.

- Re-teach expectations & routines; pre-corrections; proximity; calm stance
- On-the-spot skill coaching; modeling/practice
- Restorative language (“who/what was harmed; how can we repair?”)
- Private prompt/redirection; choice of compliant alternatives
- Think-time/in-class reset; seat change; brief reflective prompt
- Positive acknowledgment; goal setting/self-monitoring
- Quick contact with family to problem-solve

Level 2: Team/Administrator-Supported Responses (short-term, keep learning)
Level 1 responses continue concurrently with most of these.

- Parent/guardian meeting; Student–Teacher–Admin conference
- Brief time-out in supervised partner classroom; loss of specific privilege(s)
- Short-term progress card/Daily Progress Reports (DPRs); mentoring/check-in–check-out
- Detention with targeted skills mini-course (conflict resolution, emotional regulation, digital citizenship)
- Referral to counselor/SSW/psych; brief FBA; initial BIP or behavior contract; schedule tweaks
- Detention with Restorative Justice circle/mediation; restitution (time/materials/service)

Level 3: Formal Responses (documented; limited removal as needed)

- In-School Suspension (ISS) 1–3 days with academic plan + skills instruction
- Expanded FBA/BIP or behavior contract; safety plan; SART/SST referral; mental health linkages
- Reintegration plan (restorative re-entry meeting; commitments; supports)

- Short Out-of-School Suspension (OSS) up to 1 day for cooling-off when ISS not feasible

Level 4: Serious Responses

- OSS up to 10 days with required services/work access
- Alternative instructional setting (short-term)
- Comprehensive review of interventions; team/family conference; re-entry plan

Level 5: Highest-Level Responses

- Extended removal/alternative placement when there is an imminent threat of serious harm or chronic, extreme disruption and all supports exhausted
- Expulsion recommendation (rare; policy-limited; due process required) — **conforming to OUSD Board Policy 5144.1 (Suspension and Expulsion/Due Process)** once the final text is inserted.

Important safeguards

- No informal removals: students are not sent home or denied instruction without a documented disciplinary process.
- Students receive and can earn full credit for missed work during removals.
- Teachers require completion of **assignments and tests during suspension**, and schools monitor academic needs arising from lost instructional time.
- Always pair removals with instruction, support, and a reintegration plan.

10. Behavior Categories & Typical Response Ranges

Use professional judgment with equity in mind. Consider intent, impact, age/development, disability, prior supports, and context. Document interventions tried.

Category A — Classroom-Managed Missteps (typically Level 1)
Examples: low-level disruption; refusing a reasonable request; non-participation/work refusal; talking out; minor profanity; minor tech misuse; dress code; minor non-compliance; academic integrity concerns (first time).
Typical responses: Level 1; for repetition/patterns, add Level 2.

Category B — Escalated/Repeated Conduct (typically Levels 1–2)
Examples: repeated Category A; electronic/social media conflict; broader non-compliance/insubordination; inappropriate online content; swearing at peers; failure to follow adult directives after supports.
Typical responses: Level 2; use Level 1 supports concurrently; if persistent after interventions, consider Level 3.

Category C — Safety/Targeted Harm or Property (typically Levels 2–3)
Examples: repeated Category B; bullying/cyberbullying; harassment/discrimination; threats/intimidation; fighting; theft/vandalism; sexting (non-criminal); substance use/impairment or possession of paraphernalia.
Typical responses: Level 2–3; ISS with skill instruction; family group conference; restitution; targeted counseling; possible limited OSS with re-entry plan.

Category D — Serious Harm/Risk (typically Levels 3–4)
Examples: serious threats; group aggression; distribution of controlled substances; repeated harassment after directives; significant vandalism; incidents substantially disrupting school operations.
Typical responses: Level 3–4; OSS (up to policy limits) + alternative instruction; comprehensive plan; consider short-term alternative placement.

Category E — Extreme Harm/Risk (typically Level 4-5)
Examples: weapons; serious bodily injury; arson; sexual assault/major exploitation; credible terroristic threats; sale of illegal drugs; egregious bias-based acts causing severe impact.
Typical responses: Level 4–5; emergency safety measures; law-enforcement only if necessary; extended removal/alternative placement; expulsion recommendation (rare) with due process.

11. Clarification: Academic Interventions (Saturday School)

- **Saturday School is for academic interventions only** (e.g., tutoring, make-up work, credit recovery) and is **not** used as a response to behavior.
- Restorative and skill-building responses occur during the **school day** or **afterschool**, not on Saturdays.

12. Reintegration & Repair

When removal occurs, AIMS schools implement a structured re-entry that includes:

- Restorative conversation/circle; harm/needs/agreements; supports and monitoring.
- Updated skill goals, BIP, and adult commitments.
- Work completion plan and grading for full credit.

13. Family Partnership

- Families are partners in problem-solving and skill-building.
- AIMS staff will provide timely notice for removals and serious incidents.
- AIMS staff will offer resources (counseling, community supports, skill workshops).

14. Documentation & Data for Equity

AIMS staff will:

- Log behavior, interventions, and outcomes.
- Review data (by student group, disability, language, grade, setting) at least quarterly.
- Identify disproportionality, adjust practices, and share progress publicly.

15. Implementation & Professional Learning

- Annual training on expectations, restorative practices, de-escalation, culturally responsive PBIS, and legal protections (IDEA/504, civil rights).
- Coaching cycles for classroom management and Tier 2/3 supports.
- Clear decision guides and family-facing summaries.

7. STUDENT SERVICES

7.1. Admissions & Records

The Office of Admissions & Records is here to serve as a resource for admissions, registration transactions, academic records, enrollment verifications, and the production of a timely and accurate transcript.

To reach the office of Admissions & Records office please send an email to enrollment@aimsk12.org

7.2. Health and Wellness Services

A. **Health Coordinator -** The health coordinator supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. The health coordinator addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process.

B. **SEL (social emotional learning) Counseling -** Students showing that they may be having a social or emotional issue must be referred to the district counselor using the appropriate form. Students are not to be in session without parent's written approval. The district counselor must be informed ASAP when there is a crisis situation. The following informational links go into more detail on services provided, procedures, protocols and the State Licensed SEL counselors areas of experience in serving youth in the AIMS school setting:

Parental Permission form: PARENT PERMISSION AND INFORMED CONSENT FORM

To contact counseling services, email: sped@aimsk12.org.

7.3. College Planning and Guidance

All students at AIMS K-12 are guided and supported to obtain college acceptances to the schools of their choice. Because of the rigorous course schedule and college support at AIMS K-12, our students stand out from the crowd.

All Seniors will take a college planning course where they will craft college entrance essays, research schools, apply to scholarships, secure application waivers, submit college applications, submit FAFSA, and other college-related activities.

Additionally, AIMS will pay for college applications per student. While students and their families choose their next steps after graduating from AIMS, being accepted to at least one four-year school is required to successfully complete all AIMS graduation requirements to receive their diploma.

All Juniors will take an SAT/AP exam test prep class to better prepare for their standardized tests. And all grade levels will be exposed throughout the year to college- related programming and extracurricular opportunities.

7.4. School Meals and Universal Benefits Application (UBA)

All students may participate at no cost in the AIMS K-12 School Breakfast, Snack, and Lunch Program.

We encourage all families to complete a Universal Benefits Application (UBA) at the beginning of each school year, regardless of household income.

While all students receive meals at no charge, information collected through the UBA helps AIMS qualify for important state and federal funding that supports educational programs, technology, student services, and other resources. Completing a UBA may also help determine eligibility for additional benefits available to students and families, including programs such as SUN Bucks (Summer EBT), when applicable.

Only one Universal Benefits Application is required per household. Please do not submit multiple applications, as this may delay processing. Applications may be submitted at any time during the school year, and families whose household size or income changes may submit an updated application.

Applications may be completed online through the AIMS Nutrition Services webpage or by submitting a paper application available at each school site.

All information provided on the application is kept confidential and used only for authorized program purposes.

7.5. Community School Manager

The Community School Manager focuses on family engagement and equity by equipping parents with necessary information, skills, and resources to effectively navigate the school system, support their children's success in school and engage them in school leadership opportunities. Support is also provided to parents and caregivers in need of advocacy support and information to address concerns about their children.

At AIMS K-12, families receive a full-range of comprehensive support and services.

C. **Case Management-** Families can connect with Parent Support services to obtain information to connect to resources in the community such as food resources, free and low-cost internet, and other relevant resources provided in the local community. They can also obtain support around topics that arise in the everyday lives of families and be referred to who they should contact in the school. Families receive support for meetings, translations, questions, and other key aspects in their lives as AIMS K-12 families.

D. **Family Events-** AIMS K-12 hosts a wide range of family activities that promote family bonding, family mentoring, cohesiveness, and a family friendly environment across the district.

E. **AIMS Parents United (APU) -** APU is a parent-led advisory group that represents AIMS families and fosters a strong, supportive school community. Through meetings, events, and volunteer opportunities, APU empowers parents with the knowledge and

resources to help their children thrive academically and actively contribute to their educational journey.

F. **Family Volunteer Days-** AIMS K-12 hosts several days throughout the year where families participate in community service activities to promote bonding, volunteerism, and service in unity. There are several opportunities for families to get involved at AIMS K-12.

G. **Family Education Classes-** AIMS K-12 hosts several family education classes and workshops such as navigating child study habits, internet safety, child safety, communication, drug prevention, ESL, parenting and topics relevant to schools, families, parenting, and social-emotional topics.

H. **Transitional Support-** AIMS K-12 provides support to parents in transitions such as navigating moving through child development stages, as well as transitioning from Elementary to Middle school to High School and beyond. This support also assists with family transitions that a family may need support with during the school year.

I. **Liaison Services-** AIMS K-12 Community School Manager serves as a bridge between schools and families, helping families navigate their journeys at AIMS K-12 and advocating for the needs of families and their children.

7.6. English Language Development (ELD) Services

English Language Development (ELD) refers to an instructional program for students who are developing proficiency in English. English Learners (ELs) refers to students who are identified by the Home Language Survey (HLS) with another language besides English, and who test as English Learners on the Initial ELPAC. Please contact Adria.Bani@aimsk12.org or visit eld.aimsk12.org for more information about ELPAC and our English Language Development services.

1. **Supports For ELD Students:** Students who are identified as EL will be placed in mainstream classes with both designated and integrated ELD instruction.

    a) Newcomers are ELs who have just started school in the US and will be provided with the highest level of support, including small-group pull-out ELD classes with a credentialed ELD teacher, assistive technology for interpreting/translating, and more.
    b) Long Term English Learners (LTELs) are ELs who have continued to be identified as an English Learner for 6 or more years. These students are evaluated for additional supports to move them toward reclassification as Fluent English Proficient
    c) Students receive specialized services according to their English Language Proficiency Assessment of CA (ELPAC) scores, as well as teacher observations, grades and CAASPP ELA scores. ELD teachers and manager support teachers in utilizing strategies to support ELs in mainstream classrooms.

2. **Support for ELD Families:** Engaging with families of EL students is vital to helping our students succeed. Parental involvement is the foundation of a child's education. AIMS K-12 offers services to help families navigate through their child's experiences at AIMS K-12 such as free ESL classes, on-demand interpreting for meetings, and more. Joining the District English Learner Advisory Committee is a great way for families to ensure they can give input on school and district decisions that impact ELs.

a) **English as a Second Language (ESL) class for parents:**Parents have the opportunity to sign up for ESL classes taught by experienced instructors beginning every October. Classes focus on basic vocabulary, conversations, how to communicate in the school environment, and more.
b) **English Learner Advisory Committee (ELAC)** meetings are held in November, December, January and June and are open to the public. Elections are held to elect members that will represent each school at the DELAC meetings. Meetings are focused on the ELD programs, making parents aware of the importance of regular school attendance, ELPAC testing, Title III funding, and more.

c) **The District English Learner Advisory Committee (DELAC)** is composed of representatives from each school's English Learner Advisory Committee (ELAC). The committee's role is to advise the district on programs and services for English Learner students.

8. STUDENTS WITH SPECIAL NEEDS

What Is Special Education?

Some students learn differently. They may need extra help in school.

Special education gives students the support they need to learn. It is free. It is a right. AIMS will work with you to help your child.

Who Can Get Special Education?

Your child may qualify if they have a disability that makes learning hard. Some examples:

- Trouble reading, writing, or doing math
- Speech or language problems
- ADHD
- Autism
- Emotional or behavioral needs
- Physical or health conditions

How to Ask for Help

If you think your child needs special education, you can ask for a free evaluation. Here is what happens:

- **1.** You ask for an evaluation. You can do this in writing or by talking to the school.
- **2.** Within 15 days, the school sends you a plan. You sign it to say yes.
- **3.** The school tests your child. This is free and done by specialists.
- **4.** Within 60 days, the school meets with you to talk about the results.

> *You do not need a doctor's note. Any parent or guardian can ask for an evaluation at any time.*

What Is an IEP?

An IEP is a plan made just for your child. IEP stands for Individualized Education Program.

The IEP plan says:

- What your child can do now
- What goals your child will work on
- What services your child will get (like extra reading help or speech therapy)
- What changes the teacher will make to help your child in class

Your Rights

As a parent or guardian, you have important rights:

- **You are part of the team.** You come to IEP meetings and share your ideas.
- **You get copies of everything.** Reports, the IEP, and letters — all free.
- **You say yes or no.** The school must ask your permission before testing your child or starting services.
- **You can disagree.** If you do not agree with the school's evaluation, you can ask for an independent evaluation — at no cost to you.
- **You get an interpreter.** All meetings and documents will be in your language, at no cost.

Staying in Touch

We want to work with you. Here is how we stay connected:

- We meet with you at least once a year to talk about your child's IEP
- We send home reports on your child's progress the same week as report cards
- You can call or email us at any time
- We offer interpreters for meetings — just ask

Contact visit aimsk12.org/sped

8.1. Child Find Mandate

Pursuant to the Individuals with Disabilities Education Improvement Act (20 U.S.C. §§ 1400 et. seq) and relevant state law, AIMS K-12 College Prep Charter District is responsible for identifying, locating, and evaluating children enrolled at AIMS K-12 College Prep Charter schools with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State. To ensure that eligible students are receiving the services to which they are entitled, we would like to request your assistance.

If you know of a child who has a disability or that you suspect may have a disability, you may refer that child's parent or guardian to AIMS K-12 College Prep Charter District by contacting Julia Li at 510-407-2550. Please note: All referrals are considered confidential. The parent, legal guardian, or surrogate parent retains the right to refuse services and other procedural safeguards under federal and state law.

8.2. Special Education Assessments

A student may be referred for special education services at any time by AIMS K-12 school staff, parents, or other service providers. Before a student can be assessed for eligibility for special education, or reassessed while receiving special education and related services, AIMS K-12 must develop an Assessment Plan and provide it to the parents for their approval within 15 calendar days from the date of receipt of a written request for a special education assessment.

Assessments must be administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments. For school-age children, the eligibility assessment must be completed and an IEP meeting held to review the students results with the team within 60 days of AIMS' receipt of written parental consent for specified assessment activities.

Under certain conditions, a parent may have the right to obtain an independent educational evaluation (IEE) at public expense. Please note that a student may demonstrate a disability, but may not necessarily be eligible for special education and related services. A student's IEP team will determine eligibility based on the extent that the student's disability impedes their ability to participate in and receive educational benefit from the general education curriculum.

8.3. Individualized Education Plan (IEP)

An Individualized Education Program (IEP) is a plan that AIMS K-12 must develop for each student who is determined to be eligible to receive special education and related services. The IEP is designed to meet the child's individual specific needs. Every child who receives special education services must have an IEP. The IEP is developed to establish obtainable annual learning goals for the child and states the services that the school will provide for the child. The IEP is developed in partnership with your students teacher, a special education case manager, as appropriate, the student and the parents. .

Nine Essential Elements of an IEP

Each child's IEP must contain specific information, as listed within IDEA, which includes nine essential elements:

1. **Present Levels of Performance:** A statement of the student's present levels of performance; including how the disability affects the student's involvement and progress in the general curriculum.

2. **Measurable Annual Goals:** Measurable annual goals, including academic and functional goals, related to the student's needs, resulting from the student's disability, that will enable the student to be involved in and progress in the general education curriculum and that meet each of the student's other educational needs that result from the student's disability.

3. **Progress:** A description of how the student's progress toward meeting the annual goals described above will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports) will be provided.

4. **Special Education and Related Services:** A statement of the special education and related services and supplementary aids and services, based on peer---reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately.

5. **Participation in General Education:** An explanation of the extent, if any, to which the student will not participate with general education students in the general

education classroom and in extracurricular and nonacademic activities.

6. **State Testing:** A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and District assessments. If the IEP team determines that the student shall take an alternate assessment on a particular State or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.

7. **Timing of Services and Modifications:** The projected date for the beginning of the services and modifications identified in the IEP, along with the anticipated frequency, location, and duration of the services and modifications.

8. **Transition and Post-Secondary Goals:** Beginning no later than the first IEP to be in effect when the student is 16, and updated annually thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education employment, and where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals.

9. **Age of Majority:** Beginning at least one year before the student reaches the age of 18, a statement that the student has been informed of the IDEA rights that will transfer to him or her upon turning 18.

A. Who develops the IEP?

The IEP is developed by a team of individuals that include the parent(s), an administrator, general education teacher, special education teacher, an expert who can interpret evaluation results, and the student, if appropriate. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

B. When is the IEP developed and the IEP meeting held?

Assuming eligibility is found, an IEP must be developed by the IEP team and implemented for each student within 60 days of obtaining written parental consent of the Assessment Plan. For students already eligible for special education services, the IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate. An IEP meeting must be held within 30 days of receipt of any written request from a parent.

8.4. 504 Plans

Section 504 of the Rehabilitation Act of 1973 protects disabled individuals against discrimination. It does so by mandating that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of any entity that is a recipient of Federal financial assistance (34 CFR § 104.4(a)). AIMS K-12 must establish and maintain services and accommodations for students with physical or mental impairments that

substantially limit one or more major life activities in order to ensure that these students have equal access to education.

Section 504 accommodations and/or related services must be delineated in a Section 504 Plan formulated by the student's teachers, parents, members of the SST team, and a school administrator.

Examples of 504 Plan accommodations and/or services that AIMS must provide to students include:

10. Assistance with PE equipment for a student with mild cerebral palsy
11. Extra time on tests for a student with Attention Deficit Hyperactivity Disorder (ADHD)
12. Nursing services for a student with Type I Diabetes
13. Use of an amplification system for a student with a hearing loss

A teacher, parent, guardian, or administrator can request a 504 Plan for a student. If a parent requests that their child be accommodated through a 504 Plan, you must follow through with a 504 Team meeting as soon as possible, even if you do not think the student needs a 504 Plan.

A. Requirements for a 504 Plan

In order to have a 504 Plan, a student must meet all three of these requirements:

1. The student must have a physical or mental impairment that gets in the way of learning or participating in school programs or activities. The "physical or mental impairment" can be any physical or mental condition or problem. It can be something that lasts for a long time, for a short time, or it might come and go. Examples of impairments include: cancer, chronic asthma, diabetes, seizures, ADHD.

2. The student's impairment must affect at least one major life activity. Major life activities include such things as seeing, hearing, eating, sleeping, breathing, speaking, walking, thinking, learning, and working. Major life activities also include the operation of major bodily functions such as normal cell growth, the immune system, bowels, bladder, neurological, and circulatory functions.

3. The impairment must substantially limit a major life activity. The determination of whether an impairment substantially limits a major life activity requires an individualized assessment. An impairment does not have to prevent or significantly limit a major life activity to be considered "substantially limiting." For instance, if a student has a visual impairment that can be fully corrected by the use of ordinary eyeglasses or contact lenses, it will not be considered.

B. Essential Elements of a 504 Plan

In general, a 504 plan should include the following elements, all tailored to the child's individual needs:

1. Specific accommodations, supports or services
2. Names of the school professional that will provide each service

3. The name of the person responsible for ensuring the 504 plan is implemented

For additional information about IEPs and 504 Plans, please see speak with a school administrator, or Education Coordinator.

8.5. Special Education

According to state and federal law, students with identified physical, emotional, learning, or developmental disabilities are entitled to a free and appropriate public education and have the right to placement in the least restrictive environment. They may receive special education services according to a written Individualized Education Program (IEP) or may receive specific accommodations based on a 504- accommodation plan. Questions regarding special education services or 504 accommodation plans may be directed to the School Administrator. The overriding mandate in assessing need and delivering services is that the student should be taught in the least restrictive environment. Therefore, when a student is referred for special education, every effort is made to serve the student in the regular general education program.

8.6. The 504 Plan for Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law regulated by the Office of Civil Rights. The law’s intent is to eliminate discrimination based on disability in any program or activity receiving federal financial assistance. Under Section 504, students with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aid designed to meet their needs.

To evaluate a student's eligibility under Section 504, the school site administrator or designee convenes a committee of individuals, including the parent, who are knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. If the committee establishes that the student has a disability requiring services under Section 504, a written plan is developed that informs what modifications and/or special services and aids are needed. Please contact your child’s School Administrators if you have a 504 request or concern.

8.7. English Language Learners

According to law, parents of limited English proficient (English Learner) students participating in a language instruction program shall be notified, not later than 30 days after the beginning of the school year, of the following:

- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How such programs will specifically help their child learn English and meet age-

appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school, if applicable;
- In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
- Information pertaining to parental rights

8.8. Homeless Education Assistance

The McKinney-Vento Homeless Education Assistance Act requires school districts to remove all barriers to enrollment, attendance and school success for homeless students. Assistance to homeless students and families is provided by the Operations Office. Students and families identified as homeless are provided with enrollment assistance, transportation to/from school, school supplies, supplementary academic supports, and referrals to outside agencies. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.

The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

9. STUDENT SAFETY AND RESPONSIBILITY

9.1. School Cleanliness

Students have the responsibility of working to keep their campus clean. It is part of the AIMS Standard that we take pride in our campus and school, so AIMS K-12 students should not only clean up after themselves, they should endeavor to leave the campus as clean as they found it at the beginning of the day.

9.2. Restroom Policy

1. By law, students must not be prohibited from using the restroom. However, AIMS K-12 has the following guidelines in place to prevent students from abusing bathroom privileges: Except for cases of emergency, students should not use the restroom within the first and last 30 minutes of class. Students must also utilize their breaks and lunch periods and use the restroom during these times.
2. Students must sign in and out of the classroom when going to the restroom.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Students with medical related bathroom needs should complete a 504 plan with the school at their earliest convenience.

9.3. Administration of Medication

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, AIMS K-12 policies, and administrative regulations.

It is necessary for the District to have a written statement from the student's physician and a written statement from the student's parent/guardian before (1) a designated employee administers or assists in the administration of any prescribed medication to any student; or (2) any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.

It is vitally important that parents fill out new student medication forms every fall in order to have the most current medication information, as well as the current status of any health conditions. A separate form is required for each medication. Please contact the school office for the required forms. Update these forms should any of the information change during the school year.

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self- administer certain medication as long as it is in accordance with law, and/or AIMS Board policies. AIMS K-12 students may receive their medications from the front office or the school nurse. It is necessary for AIMS K-12 to have a written statement from the student's healthcare provider and a written statement from the student's parent/guardian before:

5. A designated employee administers or assists in the administration of any prescribed

medication to any student; or
6. Any student is allowed to carry and self-administer prescription auto - injectable epinephrine or prescription inhaled asthma medication during school hours.
7. Single dose over-the-counter medication, such as aspirin, ibuprofen, or cough drops, may be given to students, with prior consent from parents.

9.4. Medical Emergencies

If your child is in need of minor first aid, it will be administered in accordance with District first aid training. If medical attention appears to be necessary, but not required immediately, the parent/guardian or other emergency contacts listed will be contacted to pick the child up. Should immediate medical attention be necessary, the school will call an ambulance. If a person is suffering, or reasonably believed to be suffering, from an anaphylactic reaction, trained school personnel may use an epinephrine auto-injector to provide emergency medical assistance. Every effort will be made to contact the parent or other emergency contact person(s).

9.5. Immunizations and Other Health Requirements

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school only as allowed by law.

If you need assistance or information on free clinics, call the Alameda County Immunization Project at 510-267-3230.

Parents are required to provide documentation that their child has been immunized against the following:

Kindergarten-12th grade

Polio
4 doses meet the requirement, or
3 doses for ages 4-6 years if at least 1 was given on or after the 4th birthday or
3 doses meet the requirement for ages 7-17 if 1 dose was given on or after the 2nd birthday

Diphtheria, Pertussis, and Tetanus (DPT)
5 doses meet the requirement, or
4 doses meet the requirement for ages 4-6 years if 1 dose was given on or after the 4th birthday, or
3 does meet the requirement for ages 7-17 if one dose was given on or after the 2nd birthday

Pertussis (Tdap)
1 dose given after 7th birthday is required for 7th grade students and students new to the district in grades 8-12.

Measles,Mumps,Rubella (MMR)
2 doses meet the requirement;both must be given on or after the first birthday (one dose

can be measles vaccine only; 1 dose must be MMR)
3 doses meet the require *Measles,Mumps, Rubella (MMR)*

Hepatitis B
3 doses meet the requirement or 2 doses of 2-dose formulation meet the requirement for ages 11–15 (must be documented as a 2-dose formulation of Hepatitis B vaccine)

Varicella(chickenpox)
1 dose required in kindergarten through sixth grade (2010-2011 school year) or students under age 13 entering a California school for the first time, or
No dose is required if a physician or clinic has documented on the child's immunization card "had disease"

9.6. Campus Environment Policy

Weapons Policy:
Students, parents and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from AIMS K-12.

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately.

Upon a finding that the student was in possession of a firearm, the school's governing board shall expel the student. The term of expulsion shall be one year.

Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

Smoke-free Environment Policy:
AIMS K-12 maintains a smoke-free environment, so smoking, including the use of vaping devices, are not allowed on campus. Students who engage in smoking on campus are subject to disciplinary action.

Alcohol/Drugs Policy:
AIMS believes the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. For these reasons, these substances are prohibited on campus, and AIMS K-12 will make every effort to assist students and families in reducing the use of these substances. AIMS perceives this effort to be an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

Enforcement/Discipline:

The School Administrator or designee shall take appropriate action for violation of any of the policies concerning weapons, smoking, or possession, use or sale of alcohol and/or other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may search students and school properties for the possession of alcohol and other drugs in

accordance with law, Board policy, and administrative regulations.

Students possessing, using or selling alcohol or other drugs or related paraphernalia at school or at a school event shall be subject to disciplinary procedures, including suspension or expulsion in accordance with law, Board policy, and administrative regulations. Such students also may be referred to an appropriate rehabilitation program.

9.7. Confiscated Items Policy

Any and all Items that are not allowed according to AIMS K-12 rules and policies will be confiscated. The administrators will keep the item until the parent/guardian comes to retrieve it. On the first confiscation, the student will receive one detention. On the second, they will receive an additional two. On the third, the student will receive an additional three detentions and in-house suspension.

9.8. Counseling

AIMS K-12 provides SEL counseling for students. If needed, please speak to your School Administrator for a referral.

9.9. Surveillance Cameras

For the safety of students and staff, surveillance cameras that include video only (no audio) are installed in several locations on AIMS K-12 campuses. Surveillance cameras are not located inside any school bathrooms or locker rooms. Surveillance videos are viewed by school administrators and may also be viewed by police, as allowed by law, and used as evidence in disciplinary matters.

9.10. Safety Drills and Procedures

Each school site is required to hold regular fire, earthquake, and lockdown drills. The purpose of these drills is to provide students and staff practice with evacuation, lockdown, and shelter-in-place procedures. Additionally, AIMS K-12 has a comprehensive school safety plan. which includes emergency preparedness, available for review. District staff have received training in armed intruder preparedness.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make schools the safest place for students during an emergency.

Parents should be familiar with the school‘s emergency procedures. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

Parents should also remember that children look to them for guidance and support during an emergency. Parents who are calm and are prepared for emergencies can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy. Parents who have questions about their school ‘s emergency procedures are encouraged to contact the school ‘s administration.

A. **Fire Emergency Procedures -** Every school practices this procedure once each month.
B. **Earthquake Emergency Procedures -** Every school has earthquake preparedness procedures in place and practices this procedure once each semester.
C. **Lockdown Procedures -** At least once a year, schools practice how they will respond to a threat including active shooter on or near the campus
D. **Shelter- in-Place Drill -** At least once a year, schools practice how they will respond to an environmental hazard on or near the campus.
E. **Evacuation Procedures -** At least once a year, the school practices evacuation procedures along with the fire drill.

Emergency Preparedness Drills

The school has developed a school emergency plan which is designed to ensure the safety of your students and all of the staff. The school implements regular emergency drills to ensure that all members of the school community know the plan.

Teachers will review emergency preparedness procedures with the students during the first month of school.

In case of an emergency during the school day, your child will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identity is required. Those NOT identified on the emergency card can only pick up a student if the parent or guardian has sent a handwritten and signed note to the school notifying the school of this person’s identity and proof of identification is provided.

9.11. Student Driving Policy

Students are not allowed to drive on campus or to park on campus without prior permission. After obtaining approval to drive to school, they must also apply for a parking permit to park on campus.

9.12. Student and Family Privacy Rights

Board Policy mandates that personal information concerning students and their families should be kept private in accordance with the law. Parents have the right to exempt their children from participating in (a) surveys that request personal information, and/or (b) physical exams or screenings. Students are screened for vision and hearing in grades K, 2, 5, 8, and 10 and by teacher referral. Parents must submit a note in writing to the school in order to opt out of vision and hearing screening.

9.13. Special Care Plans

Students with conditions requiring special care during their school day must have a physician

signed care plan on file in the school office to guide designated school personnel in procedures required for the student's health and safety. Care plans for diabetes, seizures, asthma, and severe allergies are to be completed by the student' s medical provider on at least an annual basis and as the student's care needs change.

9.14. Use of Pesticides

Should a situation arise where pesticide use is unavoidable, all applicable City of Oakland requirements are observed, signs are posted 24 hours in advance of the pesticide application, and remain in place 72 hours after the pesticide application.

9.15. Accommodations for a Lactating Pupil

Reasonable accommodations are provided to a lactating student on a school campus to allow the student to express breast milk, breastfeed an infant, or address other needs related to breastfeeding. A lactating student may seek assistance regarding accommodations from the School Nurse.

9.16. Suspension, Expulsion, and Involuntary Removal Policy

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS K-12 administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

10. Grounds for Suspension and Expulsion

Out of school suspension is a disciplinary measure that must be executed when extreme safety concerns or egregious behavior have been displayed.

In the case of fights or other acts of violence, suspension is automatic.

With the exception of extreme concerns (at the determination of the School Administrators or their designate), generally, suspensions will not be more than two days.

10.1. In-School Suspension

Suspension - Out of school suspension is a last resort action. Buddy classroom placement should be utilized. Students should first have detentions and Saturday School prior to most suspensions. Parent shadowing should be used prior to most suspensions. In-house suspension should be used prior to most suspensions. In the case of fights or other acts of violence, suspension is automatic. Actions leading up to expulsion warrant suspension. With the exception of extreme concerns, suspensions shall not be more than two days.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS K-12 shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS K-12 issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

10.2. Suspension/Discretionary Expulsion Conduct

The School Administrator or designee may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:

A. **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.

B. **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the principal or the designee of the principal.

C. **Drugs or Alcohol:** Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

D. **Look-Alike Substance:** Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.

E. **Robbery/Extortion:** Committed or attempted to commit robbery or extortion.

F. **Property Damage/Vandalism:** Caused or attempted to cause damage to school property or private property, including electronic files and databases.

G. **Theft:** Stolen or attempted to steal school property or private property.

H. **Tobacco:** Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.

I. **Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.

J. **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.

K. **Receipt of Stolen Property:** Knowingly received stolen school property or private property

L. **Imitation Firearm:** Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

M. **Witness Harassment or Intimidation:** Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

N. **Prescription Drug Soma:** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

O. **Hazing:** Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

P. **Bullying/Electronic:** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward pupil or school personnel.

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

a) Placing reasonable pupil or school personnel in fear of harm to that pupil’s or school personnel’s person or property.

b) Causing reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.

d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
- Posting to or creating a burn page. **“Burn page”** means an Internet Web site created for the purpose of bullying.
- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). **“Credible impersonation”** means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). **“False profile”** means a profile of a fictitious pupil or

a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

f. An act of cyber sexual bullying: i.For purposes of this clause, **"cyber sexual bullying"** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

1. For purposes of this clause, **"cyber sexual bullying"** does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. **"Reasonable pupil"** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Q. **Sexual Harassment:** The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

R. **Hate Violence:** The pupil has caused, attempted to cause, threatened to cause, or participated in a "hate crime." "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

S. **Harassment, Threats, or Intimidation:** The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

T. **Terroristic Threats:** The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually

carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

I. Parent/Guardian will be notified in all cases of violations.

II. Administration will determine discipline based upon the following criteria:

   A. Seriousness of offense

   B. Circumstances of situation

   C. Student's prior disciplinary records

   D. Any other extenuating circumstances

10.3. Suspension Procedures

The site leaders are afforded a great deal of discretion in determining appropriate punishments, **unless a mandatory expulsion offense is identified**.

Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.

If the School Administrator or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

The School Administrator or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Executive Director.

A parent conference will be scheduled to discuss the matter with the School Administrators or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.

10.4. Expulsion Requirements

All 48900 offenses as spelled out in the California Education Code automatically warrant an expulsion hearing. Students may also be expelled for repeated excessive behavioral concerns. AIMS expulsion forms must be used in the process. Legal Timelines must be adhered to without exceptions. All relevant witnesses, teachers and administrators must be present at the hearing. Parents must be informed in writing of the expulsion. (This section also appears in the behavior section.)

Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under **"Suspension/Discretionary Expulsion"** (excluding disruption or defiance) will be referred to the School Administrator or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to ensure proper student conduct.

To determine whether or not an offense meets the guidelines for suspension or expulsion, the Executive Director and the School Administrator or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an "emergency situation" exists, the pupil may be excluded from this meeting. "Emergency situation" means a situation determined by the School Administrator or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil's right to a conference.

Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

If a pupil has committed a suspension-eligible offense, then the school administrator has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, aimsk12 Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

AIMS K-12 will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to

notify them of the terms of the expulsion.

10.5. Expulsion Hearings and Process

The School Administrator recommends expulsion by clearly defining the facts and situation in writing to the AIMS K-12 Executive Director.

The AIMS K-12 Executive Director decides whether or not to recommend expulsion to the Board.

Within 30 school days of a recommendation for expulsion from the Executive Director, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.

Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.

If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Executive Director may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing by the Board Secretary and shall include:

a. The date and place of the hearing.
b. A statement of the specific facts and charges upon which the proposed expulsion is based.
c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
d. A notice of the parent, guardian, or pupil’s obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
e. Notice of the opportunity for the pupil or the pupil’s parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil’s behalf, including witnesses.

The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written

transcription of the proceedings can be made.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.

The final action to expel a pupil shall be taken only by the Board in an open session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the board president or his or her designee to the pupil or the pupil's parent or guardian.

The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record subject to FERPA. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

10.6. Suspending an Expulsion Order

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

10.7. Readmission to the Charter

An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct,

the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case- by-case basis.

The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

Any pupil who has been expelled and who seeks readmission, must submit a request to the Board President in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.

Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

11. Uniform Complaint Policy

AIMS prohibits unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55 or equity or compliance with Title IX, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

You can submit concerns directly to HR by emailing complaintsHR@aimsk12.org. For more information, visit aimsk12.org/complaintshr.

AIMS K-12 College Prep Charter District

Student & Family Handbook Acknowledgement Form

Our signatures below indicate that we have received, read, and understand the policies and guidelines outlined in the AIMS K-12 Student & Family Handbook 2025-2026. We agree to follow and support these policies to ensure a positive, safe, and productive learning environment.

We understand that this form must be signed by a parent/guardian and returned to the student's teacher.

Student Name (print): _____ ***Grade:*** _____

Student Signature: _____ ***Date:*** _____

Parent/Guardian Name (Print):_____

Parent/Guardian Signature: _____ ***Date:*** _____

Coversheet

Short Term Contracts

Section: III. Action Items
Item: H. Short Term Contracts
Purpose: Vote
Submitted by:
Related Material: Short Term:Extended Contracts Submission.pdf
Professional Services Agreement.pdf

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Abigail Genova

Position/Title: Coordinator of Communications

Department: Communications

Item Details

Title of Item: Short Term/Extended Contracts

Is this item a: ☑ New Submission
☐ Renewal

If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and

☑ Superintendent
☐ Chief Business Officer (CBO) (If budget changes)
☑ Director of Compliance (If plan changes)
☐ Neither

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:
No further committee meetings for the year; presented as a discussion item at special board meeting

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 6/30/26

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

PROFESSIONAL SERVICES AGREEMENT

This Professional Services Agreement ("Agreement") is entered into as of June 16, 2026, by and between AIMS K-12 College Prep Charter District ("AIMS") and Your 3 Eyes, LLC, represented by Dr. Megan Sweet ("Consultant").

1. PURPOSE

AIMS is transitioning from its current Interim Executive Director to a new Superintendent and requires executive leadership, operational oversight, and transition support during this period. Consultant agrees to provide interim executive leadership and transition management services as described herein.

2. TERM

The term of this Agreement shall commence on June 17, 2026, and conclude on August 15, 2026, unless terminated earlier pursuant to this Agreement.

3. SERVICES

Consultant shall serve as the transition lead for AIMS during the contract period.

Services shall include, but are not limited to:

Organizational Leadership and Management

- Provide executive oversight of the AIMS Charter School Network.
- Supervise and support core leadership staff.
- Conduct weekly meetings with Cabinet staff.
- Support summer programming and preparation for the 2026-2027 school year.
- Coordinate planning for the annual staff retreat and onboarding activities.

Charter Renewal Support

- Advance AIMS's charter renewal efforts with Oakland Unified School District.
- Coordinate preparation of charter renewal deliverables.
- Develop supporting documents, presentations, and collateral materials.
- Support engagement with Oakland Unified School District Board members and key stakeholders.

Personnel and Staffing

- Complete hiring processes for all teaching positions.
- Oversee onboarding of newly hired employees.
- Develop contingency staffing plans for any remaining vacancies.

Facilities Readiness

- Coordinate with the Director of Operations to ensure school facilities are cleaned, repaired, and prepared for the start of the school year.
- Monitor facility readiness and completion of identified improvements.

Leadership Transition

- Conduct transition meetings with the outgoing Interim Executive Director.
- Gather and organize key operational documents, materials, and institutional knowledge.
- Support onboarding and transition planning for the incoming Superintendent.
- Provide consultation and leadership support through August 15, 2026.

Strategic Planning

- Co-develop an annual organizational calendar.
- Develop a draft Board calendar and Board training schedule.
- Support development of implementation plans related to strategic priorities and the Local Control and Accountability Plan (LCAP).

4. DELIVERABLES

Consultant shall use best efforts to complete the following deliverables:

- Strengthened engagement and relationships with Oakland Unified School District leadership and Board members.
- Progress toward completion of charter renewal requirements and timelines.
- Draft implementation plan for the Local Control and Accountability Plan.
- Draft Board calendar and Board development schedule.
- Staff retreat and back-to-school planning framework.
- Completion of teacher recruitment and onboarding activities.
- Enrollment analysis and updated enrollment projections.
- Facilities readiness plan and confirmation of completed repairs and cleaning.
- Leadership transition materials and onboarding support for the incoming Superintendent.

5. PROJECT SCHEDULE

The parties acknowledge the following anticipated schedule:

- June 17–July 31, 2026: Transition meetings with outgoing Interim Executive Director.
- July 1–August 15, 2026: Charter renewal preparation and stakeholder engagement.
- July 1–August 1, 2026: Weekly Cabinet meetings and operational oversight.
- July 1–August 7, 2026: Staff retreat planning and onboarding preparation.

- July 15–August 7, 2026: Facilities improvement oversight.
- July 1–August 7, 2026: Teacher hiring and onboarding.
- August 1–15, 2026: Onboarding and transition support for incoming Superintendent.

6. COMPENSATION

AIMS shall compensate Consultant as follows:

Phase I: Interim Executive Director Services

June 17 1–July 31, 2026

- Up to forty (40) hours per week
- Approximately four (4) days on site per week

Compensation: **$18,000**

Phase II: Superintendent Transition Support

August 1–August 15, 2026

- Thirty (30) hours per week
- Approximately two to three (2–3) days on site per week

Compensation: **$6,750**

Total Contract Amount

The total compensation under this Agreement shall not exceed **Twenty-Four Thousand Seven Hundred Fifty Dollars ($24,750).**

Consultant shall submit invoices monthly. Payment shall be made within thirty (30) days of receipt of invoice.

7. INDEPENDENT CONTRACTOR

Consultant is an independent contractor and is not an employee of AIMS. Consultant shall be solely responsible for all federal, state, and local taxes, insurance, and other obligations arising from compensation received under this Agreement.

8. CONFIDENTIALITY

Consultant agrees to maintain the confidentiality of all student, employee, financial, legal, and organizational information obtained during the performance of services and shall comply with all applicable federal and state laws, including FERPA and related privacy requirements.

9. OWNERSHIP OF WORK PRODUCT

All reports, plans, presentations, training materials, and other work products developed specifically for AIMS under this Agreement shall become the property of AIMS upon payment in full.

10. TERMINATION

Either party may terminate this Agreement upon ten (10) days written notice.

In the event of termination, Consultant shall be compensated for all services satisfactorily rendered through the effective date of termination.

11. INDEMNIFICATION

Each party shall be responsible for its own acts and omissions and those of its officers, employees, agents, and contractors.

12. GOVERNING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

13. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties and supersedes all prior negotiations, proposals, and understandings related to the services described herein.

Any amendment to this Agreement must be in writing and signed by both parties.

SIGNATURES

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

By: _____

Name: _____

Title: _____

Date: _____

YOUR 3 EYES, LLC

By: _____

Dr. Megan Sweet, Founder & CEO

Date: _____

Coversheet

Board Meeting Calendar 26-27

Section: III. Action Items
Item: J. Board Meeting Calendar 26-27
Purpose: Vote
Submitted by:
Related Material: AIMS K12 Board Meeting Calendar 2026-27.pdf

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS K-12 College Prep Charter District - Board and Committee Meeting Calendar

School Year 2026–2027

2026-2027 Q1	**July 2026** Summer Break **Board Retreat TBD/TBA*	**August 2026** 08/06/26 – Governance 5:00 - 6:00 pm 08/06/26 – Finance 6:00 - 7:00 pm 08/20/26 – Board Meeting 5:00 - 7:00 pm ***Annual Organizational Meeting (Board member / officer elections)**	**September 2026** 09/03/26 – Governance 5:00 - 6:00 pm 09/03/26 – Finance 6:00 - 7:00 pm 09/17/26 – Board Meeting 5:00 - 7:00 pm
2026-2027 Q2	**October 2026** 10/01/26 – Governance 5:00 - 6:00 pm 10/01/26 – Finance 6:00 - 7:00 pm 10/15/26 – Board Meeting 5:00 - 7:00 pm	**November 2026** 11/05/26 – Governance 5:00 - 6:00 pm 11/05/26 – Finance 6:00 - 7:00 pm 11/19/26 – Board Meeting 5:00 - 7:00 pm	**December 2026** 12/03/26 – Governance 5:00 - 6:00 pm 12/03/26 – Finance 6:00 - 7:00 pm 12/17/26 – Board Meeting 5:00 - 7:00 pm
2026-2027 Q3	**January 2027** 01/07/27 – Governance 5:00 - 6:00 pm 01/07/27 – Finance 6:00 - 7:00 pm 01/21/27 – Board Meeting 5:00 - 7:00 pm	**February 2027** 02/04/27 – Governance 5:00 - 6:00 pm 02/04/27 – Finance 6:00 - 7:00 pm 02/18/27 – Board Meeting 5:00 - 7:00 pm	**March 2027** 03/04/27 – Governance 5:00 - 6:00 pm 03/04/27 – Finance 6:00 - 7:00 pm 03/18/27 – Board Meeting 5:00 - 7:00 pm
2026-2027 Q4	**April 2027** 04/08/27 – Governance 5:00 - 6:00 pm 04/08/27 – Finance 6:00 - 7:00 pm 04/22/27 – Board Meeting 5:00 - 7:00 pm	**May 2027** 05/06/27 – Governance 5:00 - 6:00 pm 05/06/27 – Finance 6:00 - 7:00 pm 05/20/27 – Board Meeting 5:00 - 7:00 pm	**June 2027** 06/03/27 – Governance 5:00 - 6:00 pm 06/03/27 – Finance 6:00 - 7:00 pm 06/15/27 – Board Meeting 5:00 - 7:00 pm

NOTICE: Media and members of the public may attend and participate in-person at **171 12th Street, Oakland, CA 94607 (Third Floor)**
Members of the public, staff, and faculty may join virtually at: https://us06web.zoom.us/j/87594605508?pwd=7SSXWXx9FN7mP2glp1YbkkoWRshdkQ.1
AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Abigail Genova has been designated to receive requests for disability-related modifications or accommodations. Please notify Abigail Genova at (510) 220-1730 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.
Click on the link below to submit Public Comment:
https://docs.google.com/forms/d/e/1FAIpQLScK0rD4rkfpiHrMyGtxnKaPECne4SfCG-5ezqD3xUALg0OTAQ/viewform?usp=sharing
Board Meeting Agendas & Calendar: aimsk12.org/board-meeting-agendas
Board Member Contact Info & Bios: aimsk12.org/board-directors

Coversheet

Staffing 26-27

Section: IV. Non-Action Items
Item: A. Staffing 26-27
Purpose: Discuss
Submitted by:
Related Material: 2026-27 Employment Contracts - AIMS Board Submission.pdf

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Jimmie Brown

Position/Title: Contracts and Benefits Coordinator

Department: HR Department

Date of Submission (MM/DD/YYYY): 06/11/2026

Item Details

Title of Item: Employment Contracts - FY 26-27

Is this item a:
- [x] New Submission
- [ ] Renewal

If Renewal: Please summarize any changes from the previous submission:
Agreements signed for the upcoming year (2026-27)

Approvals

Has this item been reviewed by:
- [ ] Superintendent
- [ ] Chief Business Officer (CBO) (If budget changes)
- [ ] Director of Compliance (If plan changes)
- [ ] Neither

Committee Review

Has this item been through the appropriate committee review process?
- [ ] Yes
- [x] No

If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:
Will be presented at the Board Meeting in June 2026

Deadline Information

Is there a submission deadline for this item?
- [ ] Yes
- [x] No

If yes: Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?
- [ ] Yes
- [ ] No

Please specify in which plan this expense is indicated:
- [ ] SPSA
- [ ] LCAP
- [x] Other: N/A

FY 26-27 Employment Contracts

Employee_Name	Position	Pay_Type	Processing_Schedule	Position Type	Hire Date
ALONSO LOERA, JORDY	High School Teacher	Salary	11	Certificated	8/1/2026
AYON, ESTEVAN	High School Teacher	Salary	11	Certificated	8/1/2026
ALLEYNE, ANITA MARIA	Substitute Teacher	Salary	11	Certificated	8/1/2026
ARIA, ANTHONY ARTHUR	Elementary Teacher	Salary	11	Certificated	8/1/2026
BELTRAN, KAREN ELIZABETH	Elementary Teacher	Salary	11	Certificated	8/1/2026
ASAKAWA, CHIKA	Music Teacher	Salary	11	Certificated	8/1/2026
BARDELL, LEVELY	Teacher Assistant	Salary	11	Classified	8/1/2026
GELL, JOSEPH JESUS	Middle Teacher	Salary	11	Certificated	8/1/2026
BURRELL JR, JOHN D	High School Teacher	Salary	11	Certificated	8/1/2026
GUAN, JIAXI	Elementary Teacher	Salary	11	Certificated	8/1/2026
HAIDARI, HOSAI NONE	Middle Teacher	Salary	11	Certificated	8/1/2026
CARROLL-BROWNE MFA, COLLEEN M	High School Teacher	Salary	11	Certificated	8/1/2026
ARROWSMITH, TRACY	ELD Teacher	Salary	11	Certificated	8/1/2026
LAYER, MICHELLE DENYSE	Elementary Teacher	Salary	11	Certificated	8/1/2026
BARDINE, CONNOR JAMES THOMAS	ELD Teacher	Salary	11	Certificated	8/1/2026
BOMMAYAN MOORTHY, SHALINI	Middle Teacher	Salary	11	Certificated	8/1/2026
HANNAH, SPENCER RANDAL	High School Teacher	Salary	11	Certificated	8/1/2026
KAHN, RACHAEL KAYLA	Elementary Teacher	Salary	11	Certificated	8/1/2026
KHAN, HINNA	Elementary Teacher	Salary	11	Certificated	8/1/2026
LEE, ERIC S	Elementary Teacher	Salary	11	Certificated	8/1/2026
IBRAHEM, OSAMA	High School Teacher	Salary	11	Certificated	8/1/2026
KRISHNAN, ROHIT	High School Teacher	Salary	11	Certificated	8/1/2026
JONES, ELIZABETH	Theater Teacher	Salary	11	Certificated	8/1/2026
KENNARD, NATASHA M	Counselor	Salary	11	Certificated	8/1/2026
LY, RAYMOND SAY	Elementary Teacher	Salary	11	Certificated	8/1/2026
MA, ANDREW	Elementary Teacher	Salary	11	Certificated	8/1/2026
PHU, BRANDON	Elementary Teacher	Salary	11	Certificated	8/1/2026
SACRAMENTO, MARIA LERISSA POBI	Elementary Teacher	Salary	11	Certificated	8/1/2026
LOWE, CARSON	Middle Teacher	Salary	11	Certificated	8/1/2026
SANDERS, KRYSTOL	Substitute Teacher	Salary	11	Certificated	8/1/2026
SAVAGE, ANTONIO KILO	Elementary Teacher	Salary	11	Certificated	8/1/2026
TORREGANO, KIMBERLY JO	Middle Teacher	Salary	11	Certificated	8/1/2026
MONETTE, KAYNA MARQUETTA	Elementary Teacher	Salary	11	Certificated	8/1/2026
PERALTA, JOY ANNE DIAZ	Middle Teacher	Salary	11	Certificated	8/1/2026
PABIONA, KRISTINE MARATAS	Middle Teacher	Salary	11	Certificated	8/1/2026
VUCHKOV, GEORGI GEORGIEV	Elementary Teacher	Salary	11	Certificated	8/1/2026
WU, FENGLIN	World Language Teacher	Salary	11	Certificated	8/1/2026
WILLIAMS, AISHA-LORRAINE MASHC	MS Math Teacher	Salary	11	Certificated	8/1/2026
TECSON, BERYLLE T	High School Teacher	Salary	11	Certificated	8/1/2026
WILLIAMS, ALEXANDRA FRANCESCA	High School Teacher	Salary	11	Certificated	8/1/2026
AUNG, THUNDER	Academic Counselor	Salary	12	Classified	7/1/2026
LI, JULIA H	Head of School	Salary	12	Classified	7/1/2026
WOOTEN, MIKAEL A	Dean of Students	Salary	12	Certificated	7/1/2026
MIMS, AYODELE LOUIS	Dean of Students	Salary	12	Certificated	7/1/2026
SAECHAO, LAI	Academic Counselor	Salary	12	Classified	7/1/2026
HARDY, MIKAL TERRELL	Campus Supervisor	Hourly	11	Classified	8/1/2026
OTEY, INMAN EDWARD	SPED Paraprofessional IA	Salary	11	Classified	8/1/2026
TACKETT, AARON	Coordinator of Facilities a	Hourly	12	Classified	7/1/2026

JONES, ANDREA TARAZENA	Food Services Clerk (6.5)	Hourly	12	Classified	7/1/2026
STEHLIK, MICHAEL FRANTISEK	Food Services Clerk (6.5)	Hourly	12	Classified	7/1/2026
RODRIGUEZ, MARIA	Food Services Clerk (6.25	Hourly	12	Classified	7/1/2026
KOSKELA, NANCY MARIE	Food Services Clerk (6.25	Hourly	12	Classified	7/1/2026
EARBY, KAY	Campus Supervisor	Hourly	11	Classified	8/1/2026
DE LUCA, PAMELA MARIE	Teacher Assistant	Salary	11	Classified	8/1/2026
PAYNE, VANESSA	Teacher Assistant	Salary	11	Classified	8/1/2026
ANDREWS JR, LIONELL	Campus Supervisor	Hourly	11	Classified	8/1/2026
HASSANAIN, HUDA AHMED	SPED Paraprofessional IA	Salary	11	Classified	8/1/2026
XU, JENNY HUI	Teacher Assistant	Salary	11	Classified	8/1/2026
WAGNER, ANDREW MATTHIAS	Teacher Assistant	Salary	11	Classified	8/1/2026
HER, ANGEL	Elementary Teacher	Salary	11	Certificated	8/1/2026
AHMAD, JULIENNE LAILA	Manager of Nutrition Ser	Salary	12	Classified	7/1/2026
BANIHASHEMI, ADRIA E	ELD Manager	Salary	12	Classified	7/1/2026
BERNHARD-BECKMAN, NATHAN DA	Manager of Extended Da	Salary	12	Classified	7/1/2026
BROWN, ALEXIS KIERA	Health Coordinator	Salary	12	Classified	7/1/2026
BROWN, JIMMIE DEWAIN	Director of Program Com	Salary	12	Classified	7/1/2026
CHU, SUZEN	Director of Communicati	Salary	12	Classified	7/1/2026
CONTRERAS, MAYRA ELISA	Analyst	Salary	12	Classified	7/1/2026
DUARTE, YESENIA C	Community School Mana	Salary	12	Classified	7/1/2026
GENOVA, ABIGAIL MARIE	Coordinator of Communi	Salary	12	Classified	7/1/2026
HARAMBE MA, OSONDU KALI	Director of Operations	Salary	12	Classified	7/1/2026
HUANG, JIE CHENG	Coordinator, Business Se	Salary	12	Classified	7/1/2026
JORDAN, CHRISTINA	Director of Business Ope	Salary	12	Classified	7/1/2026
LEE, ALEXANDER	Coordinator, Technology	Salary	12	Classified	7/1/2026
NIXON, BRENDA	HS Assistant Head of Sch	Salary	12	Classified	7/1/2026
ST ROSEMAN EDD, IRENE JULLIENNE	Director of Teaching and	Salary	12	Classified	7/1/2026
VALERI, CENNIE LYRIC	Manager of Enrollment	Salary	12	Classified	7/1/2026
WINN, JONATHAN DAVID	Head of School	Salary	12	Classified	7/1/2026
MA, KEVIN	Administrative Assistant	Salary	12	Classified	7/1/2026
FLETCHER, JUSTIN RYAN	Clerk	Salary	12	Classified	7/1/2026
MA, VINSON V	Administrative Assistant	Salary	12	Classified	7/1/2026
PIMENTEL, LANNIE ANGELINE CEREZ	Administrative Assistant	Salary	12	Classified	7/1/2026
ANDREWS-ABAKAH, FIYAH AKAN	ELOP Helper	Hourly	11	Extended Work	8/1/2026
VELASQUEZ, KIMBERLY R	ELOP Intervention Tutor	Hourly	11	Extended Work	8/1/2026
BARRY-OWEN, BRENDAN NICHOLAS	ELOP Intervention Tutor	Hourly	11	Extended Work	8/1/2026
HOUSE, CEONTE	ELOP Intervention Tutor	Hourly	11	Extended Work	8/1/2026
HOLT, ROBERT JAYLIN	ELOP Intervention Tutor	Hourly	11	Extended Work	8/1/2026
VELASQUEZ, KENNETH ALEXANDER	ELOP Intervention Tutor	Hourly	11	Extended Work	8/1/2026
MYINT, MAY THANZIN	ELOP Intervention Tutor	Hourly	11	Extended Work	8/1/2026
PINEDA, CHRISTINE PHYLLIS	ELOP Intervention Tutor	Hourly	11	Extended Work	8/1/2026
DELEON KANDEL, BENJAMIN	ELOP Intervention Tutor	Hourly	11	Extended Work	8/1/2026
GARCIA-GIL, ANGELA DESTINY	ELOP Helper	Hourly	11	Extended Work	8/1/2026
BILORUSKY, KYLE A	Middle Social Studies Tea	Hourly	11	Certificated	8/1/2026
ESPINO, BARBARA VANESSA	ELOP Saturday Instructor	Hourly	11	Extended Work	8/1/2026
KHAJADOUR, GARABET	SPED Paraprofessional IA	Salary	11	Classified	8/1/2026
TORRES, VIANEY GUADALUPE	SPED Paraprofessional IA	Salary	11	Classified	8/1/2026
ZOJAJI, KAREN MICHELLE	SPED Paraprofessional IA	Salary	11	Classified	8/1/2026
EDANO, MATTHEW THOMAS	SPED Paraprofessional IA	Salary	11	Classified	8/1/2026
SALAZAR MARTINEZ, JUAN ANTONIO	SPED Paraprofessional IA	Salary	11	Classified	8/1/2026
PRINGLE, KANEA JAHNNYI	ELOP Helper	Hourly	11	Extended Work	8/1/2026

Coversheet

MTSS Update

Section: IV. Non-Action Items
Item: B. MTSS Update
Purpose:
Submitted by:
Related Material: MTSS_AIMS_K12_2026-27_Image.pptx

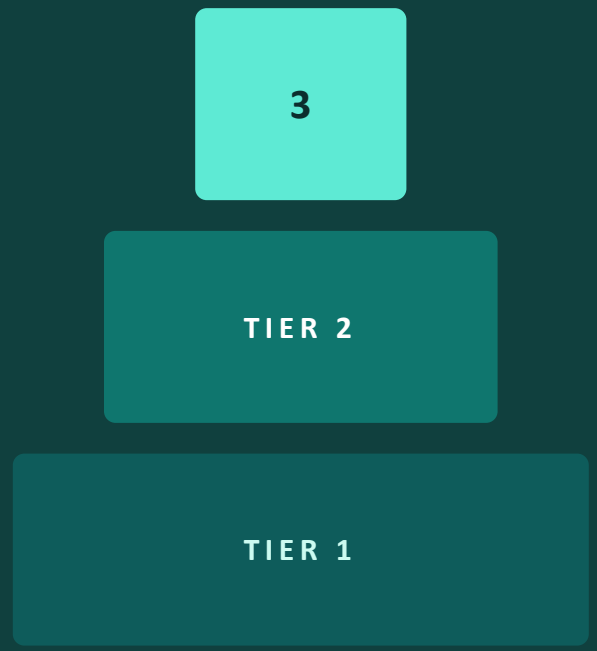
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AIMS K-12 PUBLIC SCHOOLS · END-OF-YEAR PROGRAM REVIEW

Multi-Tiered System of Supports

Building whole-child support for every scholar — from baseline systems to a unified K-12 framework.

2026 – 2027 School Year



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PART 1

Foundations & the Shift in Narrative

Why we rethought student support — and what we found at the starting line.

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Lead: **ISR**

PART 1 · FOUNDATIONS & THE SHIFT IN NARRATIVE

Changing the Narrative

Reframing student support from a single pathway into a system for every scholar.

THE HISTORICAL ASSUMPTION

The AIMS community viewed the Student Success Team (SST) process as little more than a **pipeline to identify Special Education (SPED) students** — a single road that ended at an IEP.

THE PARADIGM SHIFT

Rebrand SST as a **holistic, multi-tiered support system for all scholars** — not just a pathway to an IEP, but a continuum of care that meets every student where they are.

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Lead: **NB**

PART 1 · FOUNDATIONS & THE SHIFT IN NARRATIVE

Initial Assessment of the SST Process

Establishing the baseline: where the district stood in Fall 2026 (Oct – Dec 2026).

Initial Audit of Existing Systems

Reviewed all preexisting referral systems and procedures to understand how students were being identified and supported.

Critical Baseline Gap

Staff referred students **verbally, with zero documentation trail** — making tracking, follow-up, and accountability impossible.

0

documented referrals on record

The starting point — everything that follows was built from here.

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PART 2

Building the Infrastructure

December 2026 – January 2027: turning intent into systems.

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Lead: **AB · NB**

PART 2 · BUILDING THE INFRASTRUCTURE

Creating a New Standardized Process

From verbal requests to a formalized, trackable intake (Dec 2026 – Jan 2027).

1

Verbal Referrals

Requests passed informally with no record — the old, untrackable normal.

2

Standardized Form + QR

Designed and launched a referral form with an accompanying QR code to formalize every intake.

3

Rollout Training

Facilitated rollout meetings with General Education staff and ELOP to set expectations and end verbal-only referrals.

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Lead: **AP · ISR**

PART 2 · BUILDING THE INFRASTRUCTURE

Multi-Disciplinary Collaboration & Case Management

Weekly Multidisciplinary Meetings

A recurring structure led by **Dr. St. Roseman** that breaks down silos across departments:

- Admin
- ELD
- SPED
- Attendance
- Community Liaison
- ELOP
- Curriculum

ITERATIVE CADENCE — TIERED PRIORITY MODEL

1. **New Referrals**
   Reviewed first for timely attention
2. **Progress Updates**
   Check momentum on open cases
3. **Active Case Work**
   Deep, ongoing intervention work

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Lead: **NB**

PART 2 · BUILDING THE INFRASTRUCTURE

Progress Monitoring & Data Infrastructure

Developing the tools to track student success.

The Google Sheets Tracker

A central tracker linked to teacher Google Form referrals — codifying information, tracking progress by date, and monitoring cases weekly.

Infrastructure Evolution

Expanded over time with specialized tabs to capture distinct student needs across the full caseload.

Where It Stands

The tracker captured massive amounts of data — and surfaced a clear need: teachers require more guidance to fully use it.

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PART 3

Implementation, Interventions & High School Expansion

Putting the system to work — and making it truly K-12.

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Lead: **Team**

PART 3 · IMPLEMENTATION & INTERVENTIONS

Communication, Observations & Tier 1 Support

23 K–8 classroom observations

4 High School observations (by request)

1 wk Follow-up window after referral

Targeted Observations

Follow-ups within one week, led by Dr. St. Roseman, Ms. Bani, and/or Mx. Peacock — data logged and shared with teachers.

Data-Informed Tier 1 Trainings

Trends in the tracker triggered immediate MTSS classroom-management trainings for ELOP, Grades 3–5, and K–2.

PBIS Optimization (K–8)

Drastically expanded Positive Behavior Interventions & Supports to solidify Tier 1 environmental support.

Result: Fewer New Referrals

Stronger teacher collaboration and Tier 1 implementation measurably decreased the volume of new referrals. Attendance follow-up added (Duarte).

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Lead: **Nathan**

PART 3 · IMPLEMENTATION & INTERVENTIONS

Targeted Interventions

Creative, systemic interventions for high-need students.

Interdisciplinary Project-Based Learning

Partnered across departments to build custom, standards-aligned PBL units for students receiving multiple referrals — designing learning around the scholar instead of around the deficit.

IMPACT

Tapped into students' funds of knowledge
Built units around personal interests and lived experience.

Deepened conceptual understanding
Engagement translated into stronger grasp of standards.

Decreased behavioral incidents
Relevance and ownership reduced disruption at the source.

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Lead: **NB**

PART 3 · IMPLEMENTATION & INTERVENTIONS

The High School Challenge: Toward a K-12 Approach

Initial Hurdles

- High School operated separately.
- Looping in HS leadership stalled on scheduling and on-site demands.
- Pivoting to Academic Counselors & SPED Specialists was inconsistent — roles didn't allow deep familiarity with every referred student.

The Equity Gap

- HS staff felt they weren't receiving the same fidelity of MTSS process as the K–8 campuses.
- A clear gap in consistency — and in equity — across the district.

The Pivot

- Made the SST/MTSS process explicitly K–12.
- The central team absorbed HS referrals and contacted HS teachers directly.
- Initiated a unified, whole-district approach to close communication and collaboration gaps.

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Lead: **AB**

PART 3 · IMPLEMENTATION & INTERVENTIONS

Learning from the Process

As the intake spreadsheet grew, tracking our actions on it got harder — so we evolved the workflow.

FROM

A Heavily-Used Spreadsheet

Worked for intake — but as utilization climbed, it became harder to track our specific actions on each case.

TO

A “Case” for Every Student in Asana

Each student gets a case with a **point person, tracked actions, and a live status**. As we transition, we stay persistent in following the new structure.

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PART 4

Mid-Year Data & Case Resolutions

What the numbers — and the outcomes — show.

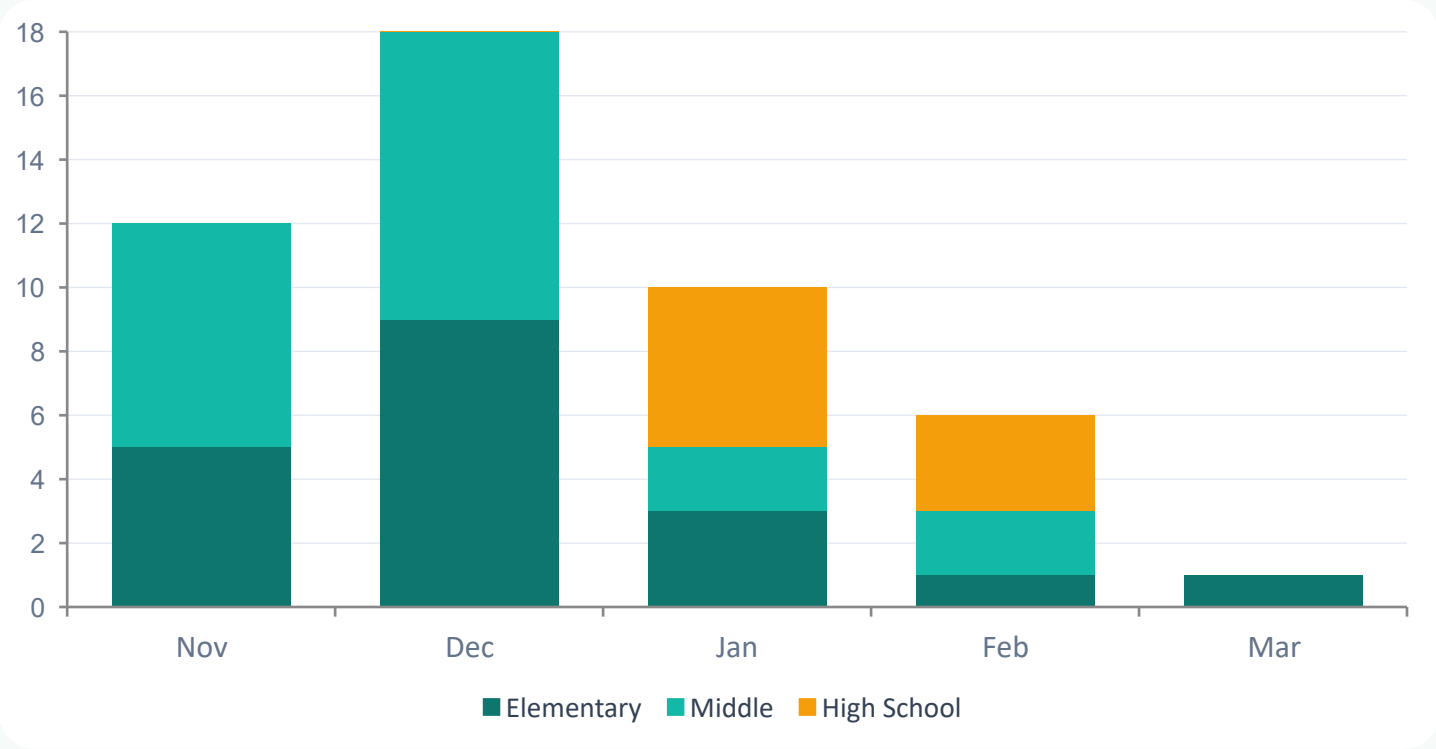
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Lead: **Bani**

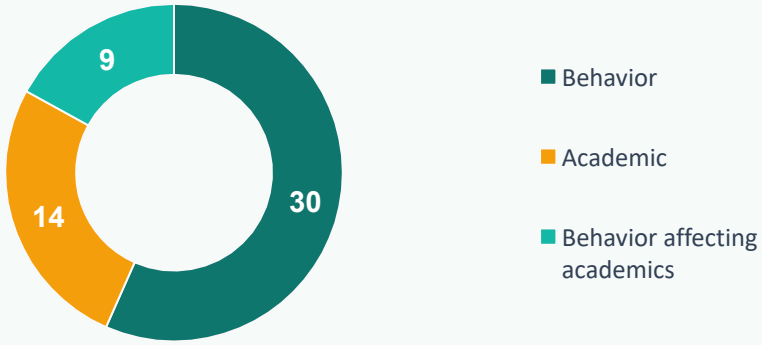
PART 4 · MID-YEAR DATA & CASE RESOLUTIONS

Mid-Year MTSS Data Dashboard

Referrals per Month — by Campus Level



Referrals by Type



Holistic & Environmental Modifications

1-to-1 staff coaching, environmental modifications, and assignment modifications implemented across the caseload.

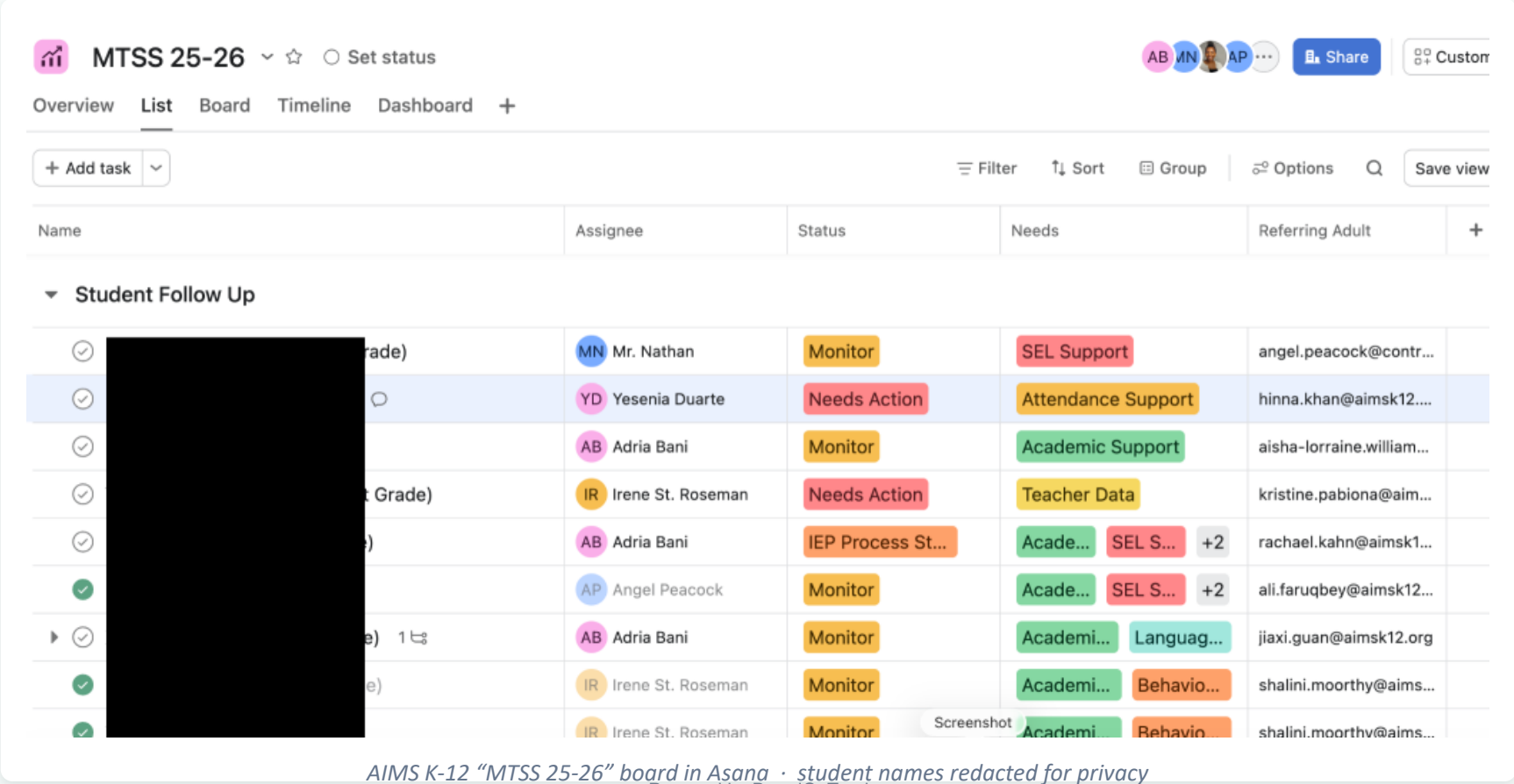
Figures reflect SST/MTSS referral logs, Nov 2026 – Mar 2027.

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PART 4 · MID-YEAR DATA & CASE RESOLUTIONS

Inside the Tracker: MTSS Case Management in Asana

The live board behind the numbers — every scholar becomes a tracked case with an owner, a status, and an identified need.



AIMS K-12 "MTSS 25-26" board in Asana · student names redacted for privacy

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Lead: **Team**

PART 4 · MID-YEAR DATA & CASE RESOLUTIONS

Case Resolution Outcomes

The continuum of care: one referral, many tailored paths to a better outcome.

Formal Exit

Scholars who met their goals and successfully exited the MTSS process.

Tier 1 Coaching

Teachers supported with classroom-level strategies that lift every student.

Basic Needs Support

Families connected to transportation and food assistance via Community Liaisons.

Special Education Assessment

6

students placed into IEP processes Nov–June (plus 2 ongoing in July).

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PART 5

Looking Ahead

Reflection and strategy for the year to come.

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Lead: **Bani**

PART 5 · LOOKING AHEAD

Tool Evolution: Asana & Exploring PowerSchool

Streamlining operations for efficiency and accountability.

The Challenge

The Google Sheet intake tracker grew too massive and confusing to track micro-actions across a large caseload.

The Solution

Transition to Asana to launch individual student “cases” — with exploration of PowerSchool for deeper integration.

WHAT ASANA UNLOCKS

- **Assign a specific point person to each case**
- **Track daily action items, not just intake**
- **Update statuses in real time**
- **Strictly maintain accountability**

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Lead: **Team**

PART 5 · LOOKING AHEAD

End-of-Year Reflections: Strengths & Growth Areas

Strengths

- Deep interdepartmental collaboration — ELD, SPED, ELOP, T&L, Community, Enrollment, HR
- High flexibility and strong family communication
- Robust, data-informed decision-making
- Balanced support: students needing SPED services and high performers needing acceleration

Areas of Growth

- High School support consistency, staff relationship-building, and launching HS PBIS
- Turnaround time and consistency of communication back to referring staff
- Creating standardized Standard Operating Procedures (SOPs)
- Involving High School Deans to build overall MTSS capacity

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Lead: **Team**

PART 5 · LOOKING AHEAD

Next Steps & Vision for 2027

Our strategic plan for the upcoming school year.

Name Shift & Uniformity

Formally transition terminology from “SST” to “MTSS” to establish one unified language across the district.

The MTSS Umbrella

Solidify MTSS as the single comprehensive framework over Academic Achievement, PBIS, SST, ELD, and SpEd.

Tightening the K-12 Gap

Deploy regular on-site MTSS observations, training, and strategic support at the High School to ensure K-12 equity.

One framework, every scholar: a unified, K-12 system of support — built deliberately, by the whole team.

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Thank You

MTSS at AIMS K-12 — supporting every scholar, at every tier.

Questions & Discussion

